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ABSTRACT

Goal-referenced tests and standardized achievement tests were used to assess the basic skill levels for reading, writing, and mathematics of students attending Parkrose Public Schools of Portland (Oregon) during the 1983-84/1985-86 period. Focus is on estimating the instructional program's success, providing a resource for planning and implementing new programs, and communicating results of achievement to the community. Data are provided for Prescott, Russell, Sacramento, Shaver, and Sumner Elementary Schools; and middle and high schools in the district. The goal-referenced tests assess achievement in grades 3 and 5 in reading. For writing, the assessment covers grades 4, 7, and 11. Mathematics achievement is assessed for grades 3 and 6. Standardized achievement tests survey broad curriculum content for mathematics and readings for grades 3 through 9. Data are also are provided for high school graduates' college grades and on truancy. Sixty-nine bar graphs present the data. (TJH)

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How'd we do?

Parkrose Student Achievement

1987

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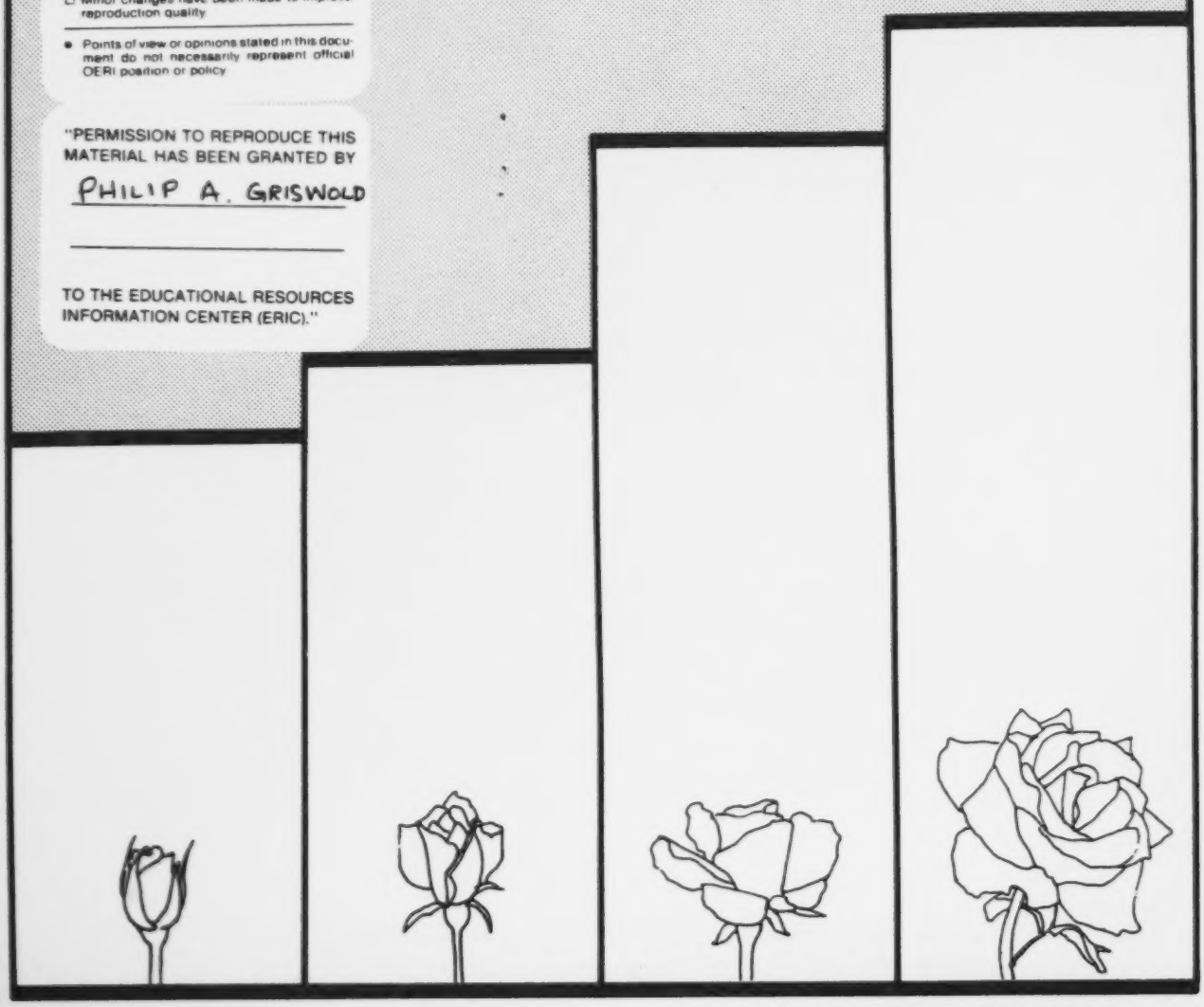

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1987 Report of Student Performance

Presented to

Board of Education
Parkrose School District #3
10636 N.E. Prescott Street
Portland, OR 97220-2699

by

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Superintendent-Clerk

Prepared by:

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1987 STUDENT ACHIEVEMENT: OVERVIEW

Educational measurement and evaluation describe the procedures which help determine the success or failure of educational programs and activities designed to increase student learning. The educational process is as dependent upon them as it is dependent upon the curriculum or what we teach, and instruction or how we teach it.

Measurement is the task of collecting valid information about students' performance in a manner which yields consistent results. Traditionally, measurement takes the form of written tests. However, other measurement can include testing the success of giving a speech, performing a musical piece or setting up a laboratory experiment. To avoid confusion, all forms of measurement used to collect information on student performance will be called **assessment.**

Evaluation is the task of drawing conclusions about student performance from the assessment information collected. Evaluation is much more subjective than assessment, because it relies on our informed judgment. Thus, our interpretation of the assessment is what we use to determine the success of educational programs.

The document you have in your hands combines the results of assessment and the conclusions of evaluation from this district to:

1. Estimate the success of the instructional program,
2. Serve as a resource for planning and implementing new programs,
3. Communicate the general results of achievement to our community.

The Tests.

The data used to develop this report came from various sources. Goal-referenced tests and standardized achievement tests were used to assess the basic skills of reading, writing and mathematics.

Goal-referenced tests assessed the achievement of District-established objectives. These tests cover achievement in grades 3 and 5 in reading. In writing, the assessment covers grades 4, 7 and 11. An explanation of the scoring of the writing exercises is given in the ESSENTIAL LEARNING Appendix. Mathematics achievement is assessed in grades 3 and 6. A listing of the objectives tested may be found in the section ESSENTIAL LEARNINGS of the Appendix.

Standardized achievement tests survey broad curriculum content which is assumed to be covered by our instruction, but may not be specific to our curriculum or may come at a different time in our curriculum. Standardized test results in reading and mathematics from grades 3 through 9 were used to develop this evaluation report. The results are used to compare our students with students regionally and nationally. Although these tests were designed to provide comparisons, that is their primary drawback. In the scope of learning, it is more valuable to determine what a student or group of students knows, than whether a student or group of students knows more than another.

The goal-referenced tests were given in the Spring. The standardized tests were given in the Fall of 1983 and 1984. The following year, Spring testing began. The test interval between the year 1984-85 and 1985-86 is from Fall to the next Spring. Thus, the expected increases in student achievement would be greater from 1984-85 to 1985-86, because of the extended opportuniy for instruction between testing.

The Results

Third Grade. Mathematics tests consistently showed evidence of declines this year from the previous years and since 1984. The percentage of students passing all goals was down, particularly at Russell, Shaver and Sumner. Although, the averages on the standardized tests were stable or up from previous years, the percentage of students performing significantly below average was markedly higher.

Reading test scores provided evidence of lower achievement. The percentage of students passing all goals was down from previous years, most notably at Sumner. The averages on standardized tests were generally unchanged; however, the percentage of students performing significantly below average was greater.

Fourth Grade. Standardized test results in mathematics indicated increases in averages at Prescott, Russell and Shaver. The other schools were stable. A positive highlight is the decrease in the percentage of students performing significantly below average at Prescott, Russell and Shaver.

Standardized reading results were less favorable. Averages were down at Sacramento and Shaver, and stable at the other schools. Particularly noticeable was the increase in the percentage of students achieving significantly below average. Shaver's percentage change over four years was considerable.

The results of the writing exercise suggest that the percentage of students in the higher performing group declined, but in the lower performing group it increased. Prescott School is the exception, where the percentages have remained relatively stable.

Fifth Grade. The standardized test averages in mathematics are stable or have increased slightly. However, four of the five schools showed an increase in the percentage of students performing significantly below average. Only Shaver showed no change in percentage among this low performing group.

The percentage of students passing all reading goals declined at Russell and Sacramento. The percentages were stable at the remaining schools. The standardized reading test averages were higher at Prescott and Sumner, and remained unchanged at Russell, Sacramento and Shaver. Russell showed a decrease in the percentage of students performing significantly below average, but all others showed an increase.

Sixth Grade. The percentage of students passing all mathematics goals was up at Shaver, but down at Sacramento, Russell and Sumner. Standardized mathematics test averages were generally stable; however, Shaver's average was up slightly. All schools were consistent in that the percentage of students performing significantly below average increased.

The standardized reading test averages indicated relatively little change in achievement. The same pattern among students performing significantly below average was found: marked increases for all schools, but particularly Sumner.

Seventh Grade. Standardized mathematics and reading test averages were relatively unchanged. Similarly, the percentage of students performing significantly below average was stable.

Writing assessment results indicate declines in performance. There has been a decline in the percentage of high scoring students and an increase in the low scoring category. Also, the percentage of students scoring in the high proofreading category declined.

Eighth Grade. Mathematics and reading achievement averages are relatively stable. The percentage of students performing significantly below average is stable in reading and down slightly in mathematics.

Ninth Grade. The results of The California Achievement Test indicated a shift in the percentage of students performing at the top quarter down to the next lower quarter of the national scores in reading, mathematics and language arts. Generally, the percentage of students in the lowest two quarters remained stable.

Eleventh Grade. This year marked the first year where no students performed at the low category of writing performance. There was a slight increase in the percentage of students in the high category. By far, most students achieve at the middle level of writing scores.

1985 Graduates. State college academic performance of the Class of 1985 was compared with all Oregon college freshmen. The performance in foreign languages and arts and letters, was slightly higher than other freshmen. Writing and social science were comparable to all freshmen. The weakest course areas were in mathematics and science--greater percentage of Ds and Fs, and fewer As and Bs.

Student Transiency. Students entering or withdrawing during the school year is a natural occurrence in school buildings. This phenomenon is referred to as transiency.

Transiency may adversely affect the students' achievement through lack of continuity of instruction within the district and lack of continuity of curriculum between districts. Evaluation of the educational program in a building and between buildings must consider the transiency factor.

To evaluate transiency, percent of student transfers and withdrawals were used. For each school, the total percentage of students withdrawing and the total percentage of students entering for the first time or during the school year was collected and graphed. The graphs appear in the section TRANSIENCY of the Appendix.

At the elementary level, both sets of information indicate that certain schools have more transiency than others. However, with two exceptions the trends have been rather stable over the past four years. Among the elementary schools, Sumner has had the most transiency and had a noticeable increase this past year. Prescott declined in 1986 and stayed at that level in 1987.

At the secondary level, the trends since 1984 for transiency are fairly constant. The high school has more

percentage withdrawals (26-32%) than the middle school (15-23%). The percentages of transfers are similar for both schools and very stable: 13-21% since 1984.

With the exception of a one year increase at Sumner and a small decline at Prescott, transiency has been relatively stable across the district. From this conclusion we can infer that the effect of transiency on student performance is relatively stable also. Thus, changes in student performance are not related to transiency.

Summary

This section is designed to summarize the district evaluation in the basic skill areas of mathematics, reading and writing. School level evaluations are located in the appropriate sections following this Overview. All conclusions were drawn from detailed data which appear in the graphs found in the Appendix, organized by assessment categories. Some very clear conclusions concerning student performance are evident.

District-wide student performance in the curriculum goal areas has:

1. Declined markedly in **mathematics** in both grades tested,
2. Declined in **reading** in third grade and remained somewhat stable at fifth grade,
3. Declined slightly in **writing** at fourth and seventh grade and increased slightly at eleventh.

Average standardized test scores in grades three through eight have remained stable in reading and mathematics. However, the percentage of students performing significantly below average has increased considerably in grades three through six. This suggests that while the proportion of students at the higher achievement level is increasing so is the proportion at the lower achievement level. The average changes little when the numbers at the extremes increase (or decrease) by the same amount.

Evaluation at the high school level is based upon ninth grade standardized tests, eleventh grade writing exercises and graduates' freshman college grades. The percentage of ninth graders performing in the top quarter on standardized tests of reading, mathematics and language arts has decreased. Writing assessment indicates improvements, primarily through elimination of students performing at the low level of performance. Finally, 1985 graduates did as well in their college freshman year as other freshmen, except for lower grades in science and mathematics.

OVERVIEW: Prescott Elementary School

This overview is based upon data from goal-based mathematics tests in the third and sixth grades, standardized mathematics tests in grades 3-6, goal-based reading tests in the third and fifth grades, writing assessment in grade four and standardized reading tests in grades 3-6. General trends since 1984 are summarized in this section. If more specific information is needed consult the detailed evaluation section that follows. For reference to the supporting data, consult the bar graph figures in the Appendices.

Mathematics. The average standardized test scores have increased in grades 3-5 and remained stable at grade six. However, there is a consistent increase in the percentage of students performing significantly below average.

The percentage of students passing all mathematics goals declined in third grade and was stable in sixth grade. In third grade, addition/subtraction, multiplication, measurement and numeration were areas of decline in the percentage of students passing. Declines in sixth grade seemed most attributable to decimals and fractions.

Reading. The average standardized test scores increased in grades four and five, and were stable in three and six. The percentage of students performing significantly below average was relatively unchanged in third and fourth grades, but increased in fifth and sixth grades.

Students passing all goals decreased in grade three. Declines in all strands were also present. Fifth grade reading goals were relatively unchanged.

Writing. Paragraph writing performance in fourth grade was relatively unchanged.

GRADE THREE (enrollment of 58)

Goal-based mathematics.

There is a declining trend at the third grade for performance on goal-based mathematics achievement. From 1984 to 1987 the percentage of students passing all goals has dropped from 78 to 50%. There has been a decline every year, although this year saw the smallest decline of only 5%. Five percent fewer students translates roughly into three fewer students passing. However, the four year change translates into about 15 fewer students (assuming an enrollment of about 58).

The specific strand areas of addition/subtraction, multiplication, measurement and numeration are responsible for the overall drop in goals passed. In every case, declines over four years are at least 25% fewer students passing these strand areas.

Percentages of students passing addition with regrouping, concepts and problem solving have been relatively stable.

Standardized Mathematics Test Achievement.

The average standard score this year stayed even with last year's performance. The past two years are at the high end of the county-wide figures of 185-198.

Nevertheless, there is an increase in the number of students performing below average, from 5.9% in 1984 to 18% in 1987. This suggests that while the better students are getting better, the lower students are falling behind somewhat. Thus, the average is maintained, while more students appear in the low achievement range.

Goal-based Reading Achievement

The 1987 year showed the largest decline in the percent of students passing all goals. Only 47% passed this year compared to the four year high of 78%. This suggests (assuming an enrollment of 58) about 18 fewer students are passing all reading goals.

All strand areas: word analysis, vocabulary, literal and interpretive comprehension declined.

Literal and interpretive comprehension have been reported specifically for two years.

Standardized Reading Achievement

The average standard score for this year is comparable to last year (196 vs 197), both of which are in the upper range of the county average.

The percentage of students scoring in the below average range increased slightly, but is relatively stable.

GRADE FOUR (enrollment of 53)

Standardized Mathematics Achievement

The standard score average increased significantly this year from 197 to 204. The score is at the middle of the county-wide average range.

Of greater merit is the significant drop in the number of students performing in the below average range. Last year 36% of the students were performing below average whereas this year only 11%. Given an enrollment of 53, this translates into 13 fewer students achieving significantly below average.

Standardized Reading Achievement

Gradual increases have been made in student performance in the last four years. The standard score average increased from 196 to 204 which is now above the county-wide average.

The number of students in the below average range has remained relatively stable. About 16% of the students perform significantly below average.

Writing Assessment

Paragraph writing performance is assessed by holistic scoring. Then the scores are placed into one of three categories: high (7,8), average (4,5,6) and low (2,3).

This past year there was a small increase in the number of students in the high range (15%). Nevertheless, there still were 7% of the students in the low range (about 4 students).

GRADE FIVE (enrollment of 45)

Goal-based Reading Achievement

The percentage of students passing all goals has declined to 50% from a four year high of 70% in 1985. The net gain in four years is +3%.

In terms of the specific goal areas, the percentage of students passing in word analysis stayed at the level from last year, vocabulary remains stable compared to the previous three years, literal comprehension saw a modest gain of 4.5% and interpretive comprehension declined 5%.

Standardized Reading Achievement

The average standard score declined to 206 from 211 in 1986. The net effect over four years is +6 units. The average of 206 is right in the middle of the county wide average range.

Of more serious note is the increase in the percentage of students performing significantly below average. Although stable for 1984-86, this past year saw an increase of 9 percentage points to 28%. This translates to about 4 more students falling in this low score range compared to earlier years.

Standardized Mathematics Achievement

The average standard score declined slightly to 205, a loss of 3 units which is not a significant change. The net improvement over four years is +3 units. The overall level of performance is within the county-wide average range, but on the lower end.

A significant change is noted in the percentage of students performing significantly below average. This past year 38% of the students scored in this low range, an increase of 19 percentage points from the previous year. The net effect over four years has been 24% or about an additional 11 students in this low range (based upon an enrollment figure of 45).

GRADE SIX (enrollment of 32)

Goal-based Mathematics Achievement

The percentage of students passing all goals is unchanged from 1986, but down seven percentage points since 1984. The majority of the decline seems to be attributable to decimals (net of -29%) and fractions (net of -34%). The area of whole numbers showed a four year decline of only 5%.

Standardized Mathematics Achievement

The standard score average of 215 units for 1987 reflects little change over the past four years. There was a two unit net increase since 1984. This level is nearly at the top of the county-wide average range of 216.

Although this average level has been maintained, the percentage of students significantly below average has increased markedly. The percentage this year stands at 35%, up 20 percentage points from 1986 and nearly 30 since 1984.

The stable averages, but increasing number of students below average suggest at least one explanation. The better students are achieving higher, but the lower students are achieving less. Thus, the increase on the higher end offsets the increase on the lower end and the net effect or average is unchanged.

Standardized Reading Achievement

The standard score average of 216 units was slightly lower in 1987 than the previous year.

A marked change, however, was evident in the percentage of students performing significantly below average. The percentage was 26%, up from 3.9% in 1986 and up 15% since 1984. As discussed before, when averages stay constant, but the lower segment of students increases it is probably because the upper students have done better.

OVERVIEW: Russell Elementary School

This overview is based upon data from goal-based mathematics tests in the third and sixth grades, standardized mathematics tests in grades 3-6, goal-based reading tests in the third and fifth grades, writing assessment in grade four and standardized reading tests in grades 3-6. General trends are summarized in this section. If more specific information is needed consult the detailed evaluation section that follows. For reference to the supporting data, consult the bar graph figures in the Appendices.

Mathematics. Standardized test averages were at or above average; however, the percentage of students performing significantly below average has increased in all grades.

The percentage of students passing all goals was down appreciably in the two grades tested: third and sixth. In third grade, only problem solving and measurement performance were reasonably stable. In sixth grade the areas of weakness were fractions and decimals.

Reading. Standardized averages were generally stable. With fifth grade as the exception, the percentage of students performing significantly below average was on the increase.

The percentage of students passing all goals was down in third and fifth grade. Third grade weakness appears in the areas of word analysis, literal and interpretive comprehension. The specific strand areas in sixth grade were relatively stable.

Writing. The low performing group in paragraph writing had an increase in percentage of students. The average group saw a decline and the high group was stable.

GRADE THREE (enrollment of 43)

Goal-based Mathematics.

This past year a pronounced drop in the percentage of students passing all goals in mathematics is evident. After a three year trend of increases in passing all goals, 1987 saw a drop of 60% to only 20% passing. This translates into about 25 fewer students passing all goals (assuming enrollment to be 43).

The strand areas that appear more responsible for this decline are multiplication, numeration, addition with regrouping, addition/subtraction, and concepts. The declines exceeded 25% fewer students passing. Problem solving and measurement were more stable, although declines were evident.

The percentages of multiplication, measurement and concepts have been high.

Standardized Mathematics Achievement.

The average standard score (194 units) was maintained at last year's level, which was at the higher end of the county wide average range of 185-198.

However, the downward trend in the number of students scoring below average has reversed. The percentage of students significantly below the average range has increased to 14% or about 6 more students than last year (based upon an enrollment figure of 43).

There is an apparent contradiction between maintenance of higher averages and increase in the number of students below average range. It is likely that this is due to the above average students doing better, but the below average students doing poorer. Thus, overall the average is maintained, while more students appear in the low achievement range.

Goal-based Reading Achievement

This past year saw a reversal of the two year increases in student performance. The percentage of students passing all goals was 48% or about 20 students (based upon enrollment of 43). Nearly 20% fewer students are passing all goals.

Declines in all strand areas: vocabulary, word analysis, literal and interpretive comprehension were evident. Literal and interpretive comprehension were specifically reported for the last two years only.

Standardized Reading Achievement

The average standard score for this year is comparable to last year (195 vs 198), both of which are in the upper range of the county average.

The percentage of students scoring in the below average range continued to increase. In 1984 8% of the students were performing in the below average range. This past year there were 16%. This translates into about 3 more students using enrollment figures of 43.

GRADE FOUR (enrollment of 42)

Standardized Mathematics Achievement

The standard score average for this year is similar to last year's 204. This is above the county wide average of 202.

A sign of improvement is a small decline in the number of students performing significantly below average. This year was 14% or roughly 6 students, which continues down modestly compared to the 1985 high of 17%.

Standardized Reading Achievement

The standard score average this year is similar to last year, standing at 205 or three points higher than the county-wide average.

However, this is the third consecutive year that the number of students in the range significantly below average has increased. It also is the highest level in four years. The percentage stands at 17, up from 10% last year. The stable average with an increase in the weaker students, suggests the better students are getting better. As discussed early, the effect of a greater number of lower students is cancelled out by increases among the better students.

Writing Assessment

Paragraph writing performance is assessed by holistic scoring and then the scores are placed into one of three categories: high (7,8), average (4,5,6), low (2,3).

The number of students in the high group has remained stable: in the 10-14% range. The average range saw a drop this year from 90% to 71%. When the high group is stable and the average or middle group drops, the remainder is found in the low group. This is what happened and rather noticeably, from 0% in 1986 to 14% in 1987. This is the highest percent for the low group in the last four years.

GRADE FIVE (enrollment of 44)

Standardized Mathematics Achievement

The standard score average increased 4 units to 212 in 1987. This is a net increase of only 6 units in four years. The current average is within the upper half of the county-wide average range.

The percentage of students performing significantly below average declined to 20% or about 9 students based upon an enrollment figure of 44. Nevertheless, this percentage is well above the 56% range during the years 1984 and 1985. The higher average plus the continued higher percentage in the low range suggests that the better students are getting better, but the borderline students are not faring as well.

Goal-based Reading Achievement

The percentage of students passing all goals declined slightly in 1987 to 32%. This is a net change in four years of -6%. Specific goal area comparisons reveal a notable increase in literal (10%) and interpretive (14%) comprehension. Word analysis and vocabulary show slight

increases, but the net effect over four years was -13% and zero respectively.

The apparent discrepancy between decline in all goals when there are increases in individual goal areas suggests differential passing among students. In other words, all students pass some goals, but few pass the same goal areas consistently. The net effect is to see a decline in all goals passed.

Standardized Reading Achievement

The average standard score remained constant in 1987 at 209 units. This is an increase of 2 units since 1984. The average is in the upper half of the county-wide average range. This level of performance has been very stable for the last four years. However, two years of Fall results compared to Spring results should show greater gains.

A noticeable trend has occurred among the students performing significantly below average. Since 1984 there has been an increase of 15 percentage points or about 6 more students (figuring an enrollment of 44).

GRADE SIX (enrollment of 55)

Goal-based Mathematics Achievement

The percentage of students passing all goals dropped precipitously from 46% in 1986 to 15% in 1987.
In four years the percentage of students passing all goals has declined 60 percentage points from 76%. Approximately 33 fewer students are passing all goals now than in 1984.

Within the specific goal areas of whole numbers, fractions and decimals all show large declines. However, the areas of decimals and fractions have the largest drops: from 80 to 29 and 89 to 18 percent, respectively.

Standardized Mathematics Achievement

The standard score average declined 5 units in 1987, but the net change over four years is only +5 units. This places the grade level in the middle of the county-wide average range.

A marked change however is in the students performing significantly below average. Their numbers increased to 30% from 7% in 1986. Thus, based upon an enrollment figure of 55, nearly 13 more students are performing significantly below average.

Standardized Reading Achievement

The standard score average for 1987 is very consistent with the last four years, standing at 215 units. This score is right within the county-wide average range.

An increase in the percentage of students performing significantly below average was noted this year. The change was from 4% in 1986 to 16 in 1987. The net change over four years is +10%, or approximately 5 more students in this low group (based upon an enrollment figure of 55).

OVERVIEW: Sacramento Elementary School

This overview is based upon data from goal-based mathematics tests in the third and sixth grades, standardized mathematics tests in grades 3-6, goal-based reading tests in the third and fifth grades, writing assessment in fourth grade and standardized reading tests in grades 3-6. General trends are summarized in this section. If more specific information is needed consult the detailed evaluation section that follows. For reference to the supporting data, consult the bar graph figures in the Appendices.

Mathematics. Average standardized scores were on the increase at the third grade, but stable or down slightly in the other grades. With the exception of the fourth grade, which was generally stable, all grades had increases in the percentage of students performing significantly below average.

The percentage of students passing all goals declined. Specific areas of weakness seem to be multiplication and numeration in third grade and decimals and fractions in sixth grade.

Reading. Average standardized scores were generally stable except for fourth grade which showed a decline. The percentage of students performing significantly below average has increased across all grades.

The percentage of students passing all goals was down. Literal and interpretive comprehension in the third grade; and vocabulary and word analysis in the sixth grade accounted for much of the decline.

Writing. The percentage of students performing in the high range of paragraph writing was down. The opposite was true of the low range. The "Average" performance group was stable.

GRADE THREE (enrollment of 58)

Goal-based Mathematics.

The percentage of students passing all goals has declined slightly over the last four years. The notable drop occurred this past year, from 70% to 49% passing all goals. Multiplication and numeration seem to be more responsible for this decline than the other strands. In fact the other strands show an increase (addition/subtraction and problem solving) or stability (addition with regrouping, concepts and measurement).

The fact that all goals showed a decline, but most strands are stable or show an increase suggests that the third grade is passing several strands. However, the strands they are passing are not the same, thus the net effect on passing all goals is negative.

Standardized Mathematics Achievement.

The average standard score of 199 was similar to last year's levels, which was at the highest end of the county-wide average range of 185-198.

However, the downward trend in the number of students scoring significantly below average has reversed. The percentage of students below the average range has increased to 17% or about 10 more students than last year (based upon an enrollment figure of 58).

There is an apparent contradiction between maintenance of higher averages and increase in the number of students below average range. It is likely that this is due to the above average students doing better, but the below average students doing poorer. Thus, overall the average is maintained, while more students appear in the low achievement range.

Goal-based Reading Achievement

This past year saw a reversal of three years of stable student performance. The percentage of students passing all goals was 44% or about 25 students (based upon enrollment of 58). About 25% fewer students are passing all goals than in the three previous years.

Declines in the strand areas: literal and interpretive comprehension were more evident. Word analysis are relatively stable. Literal and interpretive comprehension were specifically tested for the last two years only.

Standardized Reading Achievement

The standard score average remained stable relative to last year's average (197 vs 199). This level is nearly at the top of the average range.

However, the percentage of students performing in the below average range increased to the 1984-85 range. From only 4.5% in 1986 to 15% this year is an increase of about 10 students performing significantly below average.

The fact that the averages stay up when more students perform below the average range, suggests that the better

students are getting better while the weaker students are falling behind. The two groups balance out, showing no net change overall.

GRADE FOUR (enrollment of 70)

Standardized Mathematics Achievement

The standard score average dropped five units this past year from 209 to 204, but is still above county average.

The percentage of students performing significantly below average remains unchanged from last year, and is below the two previous years. The percentage of students performing significantly below average is 8.7%. This translates to about 6 students.

Standardized Reading Achievement

The standard score average declined to 201 from last year's 207--a significant drop.

Concurrently, there was an increase in the number of students scoring significantly below average. It now stands at 16% or roughly 11 students. The last four years have seen an increasing trend in the number of students significantly below average.

Writing Assessment

The results of paragraph writing performance suggest a trend of fewer students scoring in the high range and slightly more scoring in the low range. Since 1985, there has been a 20 percentage point drop in the number of students scoring at the high range (holistic score of 8 or 7). Whereas there has been a 10 percentage point increase in students scoring in the lowest range (scores of 3, 2).

GRADE FIVE (enrollment of 60)

Standardized Mathematics Achievement

The standard score average increased one unit this past year to 217. Although not significant from the previous year it is now higher than the county-wide average range. The current level maintains the net increase of 9 units since 1984.

Nevertheless, the number of students performing significantly below average has risen to 12% or a net increase of eight percentage points in the last four years. This translates into approximately 5 more students in this low group since 1984.

Goal-based Reading Achievement

The percentage of students passing all goals has declined six percentage points since 1984, although this past year saw an increase of nine points. This drop seems to be more attributable to the goal areas of vocabulary and word analysis where the changes are more noticeable than among literal and interpretive comprehension.

Standardized Reading Achievement

The standard score average of 212 remains about the same as 1986, still in the upper half of the county-wide average range. The net growth in four years has been +6 units.

There was a slight increase in the percentage of students performing in the significantly below average range: two percentage points increase this year and nearly eight points since 1984.

GRADE SIX

Goal-based Mathematics Achievement

The percent of students passing all goals dropped slightly in 1987 from 1986. The percentage stands at 47%. The four year net change is more marked: 70% in 1984 to 47% currently. This translates to approximately 11 more students unable to pass all goals than in 1984.

The specific goal areas of fractions and decimals seem to contribute most to the overall decline. Here the net change is down 29% and 28%, respectively. Whole numbers showed a more modest decline of 10%.

Standardized Mathematics Achievement

The standard score average dropped 6 units in 1987 to a level of 224. This is still above the county-wide average range. Compared to the previous three years, this is a net change of +8 units.

Nevertheless, this past year saw a marked increase in the number of students performing significantly below average. It stands at 14%, up 10% from last year and 7% from 1984.

Standardized Reading Achievement

The standard score average declined to 215 units from 219 in 1986. This level is in the middle of the county-wide average range. The four year net change is +4 units.

The percentage of students performing significantly below average was 16%. This is an increase of 14 percentage points from the previous year and an increase of 8 points since 1984. Recall that for comparison, averages can be stable when more students perform poorly as long as the higher students perform better over time.

OVERVIEW: Shaver Elementary School

This overview is based upon data from goal-based mathematics tests in the third and sixth grades, standardized mathematics tests in grades 3-6, goal-based reading tests in the third and fifth grades, writing assessment in grade four and standardized reading tests in grades 3-6. General trends are summarized in this section. If more specific information is needed consult the detailed evaluation section that follows. For reference to the supporting data, consult the bar graph figures in the Appendices.

Mathematics. Average standardized scores were stable in grades three and five, and up in fourth and sixth grades. Nevertheless, in all but grade five, the percentage of students performing significantly below average was on the increase.

The percentage of students passing all goals was down markedly in grade three, but up in grade six. The third grade weaknesses seem to be with addition/subtraction, multiplication and addition/subtraction with regrouping. The strengths in sixth grade seem to be with whole numbers and decimals.

Reading. Average standardized scores were generally stable, although down in fourth grade. The percentage of students performing significantly below average was up considerably, particularly in the fourth grade.

The percentage of students passing all goals was down in third grade and stable in fifth grade. Word analysis seems to be the weak area in grade three. Word analysis, literal and interpretive comprehension were improved in sixth grade.

Writing. Performance in paragraph writing indicated a stable percentage of students performing at the high level, a decline in students performing at the average level and more students performing at the low level.

GRADE THREE (enrollment of 49)

Goal-based mathematics.

This past year saw a sizable drop in the percentage of students passing all goals. In contrast to three stable years, a 41% decline in the percentage of students passing occurred. Based upon an enrollment figure of 49, only 9 students passed all goals.

Within the strands addition/subtraction, multiplication, numeration and addition with regrouping, about 10 fewer students did not pass. Thus, these strands seem to be more responsible for the overall declines.

The results for problem solving, measurement and concepts have been more stable.

Standardized Mathematics Achievement

The standard score average of 195 remained comparable to the 1986 level which is in the upper end of the county-wide average range of 185-198.

There is a growing number of weaker students. The percentage of students performing significantly below average range has consistently increased to the present 21%. Based on an enrollment of 49, about 10 students are performing at the lower end this past year compared to 4% in 1984.

There appears to be a contradiction: higher averages since 1984, but more students in the below average range. This situation could occur when the better students improve and the weaker students regress. Thus, the losses by the weaker students are balanced by the gains of the better students.

Goal-based Reading Achievement

This past year continues the trend in declines in the percentage of students passing all goals. Presently, 41% of the students passed all goals. Assuming an enrollment of 49, this is about 20 students compared to a high in 1984 of about 40 students.

In terms of specific strand areas, word analysis showed a 30 percentage point drop. Vocabulary was down from the previous year of a four year high. Interpretive and literal comprehension had more modest declines. Literal and interpretive comprehension were specifically reported for the last two years only.

Standardized Reading Achievement

The standard score average remained stable relative to last year's average (195 vs 196 last year). This follows the increase in performance made following 1985.

However, the percentage of students performing in the below average range increased from 9-10% over the last three years to 19% this year. This translates into an increase of about 5 more students performing significantly below average (assuming an enrollment of 49).

The fact that the averages stay up when more students perform below the average range, suggests that the better

students are getting better while the weaker students are falling behind. The two groups balance out, showing no net change overall.

GRADE FOUR (enrollment of 46)
Standardized Mathematics Achievement

The standard score average of 205 is consistent with last year's score, which is 10-12 units higher than the previous two years. This is still right within the county-wide average range.

The percentage of students performing significantly below average declined slightly from 16% to 13%, but is still considerably high than 1984 or 1985.

Standardized Reading Achievement

The average standard score dropped significantly this year by eight units to 200. This year is very close to the 1984-85 score.

Furthermore, there was a large increase in the number of students performing significantly below average. From 1984 to 1986, the percentage of students never exceeded 11. This year 31% of the students were performing significantly below average. This translates into about 22 students and noticeably reverses the small decreasing trend.

Writing Assessment

Paragraph writing performance scores are organized into three categories: high (scores of 7 or 8), average (4,5 or 6) and low (2 or 3). This past year the percentage of students in the high group was unchanged from the previous year. The average group declined by 26 percentage points. Thus, the net change seems to be fewer students performing at average and more performing below average. The low group increased from about 2% or less for the last three years to 27% this year.

GRADE FIVE (enrollment of 49)
Standardized Mathematics Achievement

The standard average score of 212 for this past year is comparable to the year 1986. The increases were maintained relative to 1984 and 1985. This level is in the upper half of the county-wide average range.

The percentage of students performing significantly below average is unchanged from 1986. Thus, the increasing trend from 1984 seems to have stabilized to about 11% of the students.

Goal-based Reading Achievement

The percentage of students passing all goals is relatively unchanged from 1986. The net change to the present 51% is +8% since 1984.

In terms of specific goal areas, slight gains were evident in literal and interpretive comprehension, and word analysis. Slight losses were seen in vocabulary. Vocabulary

and word analysis lost some of the ground gained in 1985. Only two years of specific literal and interpretive comprehension data are available.

Standardized Reading Achievement

The standard score average remained unchanged from 1986, standing at 212 units. This is in the upper half of the county-wide average range. In four years there has been a net increase of 5 units.

The percentage of students performing significantly below average has increased to 11% from 4% in 1986 and 3% in 1984. Thus, about 5 students are performing significantly below average.

GRADE SIX

Goal-based Mathematics Achievement

The percentage of students passing all goals was up 7 points to 43% compared to the past year. This is a net decline of 3 percentage points since 1984.

Increases were noted in all the specific goal areas. The percentage passing whole numbers and decimals was at a four year high of 86% and 61% respectively. The percentage passing fractions increased, but the net change since 1984 was a decline of 20 percentage points.

Standardized Mathematics Achievement

The standard score average of 224 units was unchanged from 1986. The net change was +9 units since 1984. The current level is higher than the county-wide average range.

A slight increase in the number of students achieving significantly below average was evident. It stands at 8.5% for a four year net gain of slightly over 1% and considerably lower than the four year high of 14%.

Standardized Reading Achievement

The standard score average for 1987 dropped two units to 217, which is in the upper range of the county-wide average. There has been a net increase of six units since 1984.

The percentage of students scoring significantly below average increased slightly to 13% from 9% the previous year. The trend for the last three years has been increasing.

OVERVIEW: Sumner Elementary School

This overview is based upon data from goal-based mathematics tests in the third and sixth grades, standardized mathematics tests in grades 3-6, goal-based reading tests in the third and fifth grades, writing assessment in fourth grade and standardized reading tests in grades 3-6. General trends are summarized in this section. If more specific information is needed consult the detailed evaluation section that follows. For reference to the supporting data, consult the bar graph figures in the Appendices.

Mathematics. Average standard scores remained relatively unchanged. The percentage of students performing significantly below average was unchanged at grade four, higher at grades three and five, and markedly higher at grade six.

The percentage of students passing all goals was down considerably in third and sixth grades. In third grade, only the strands of addition/subtraction with and without regrouping showed increases. At grade six all strand areas were off considerably.

Reading. Average standard scores were mixed. Third grade was down. Fourth and sixth were stable and fifth grade showed an increase. However, the percentage of students performing significantly below average has increased, particularly in the third and sixth grades.

The percentage of students passing all goals declined markedly in third grade and was stable in fifth grade. Word analysis, vocabulary and interpretive comprehension accounted for most of the declines.

Writing. Paragraph writing performance was divided into three ranges: above average, average and below average. The percentage of students in the above group declined, below average increased and the average group remained stable.

GRADE THREE (enrollment of 31)

Goal-based mathematics.

The percentage of students passing all goals has declined during the last four years. This past year has seen the most notable drop--to 16% passing all goals. Assuming an enrollment of 31, only 5 students passed all goals.

In terms of specific strand areas, numeration, multiplication, measurement, concepts, and problem solving seem most responsible for the overall declines.

This decline does not reflect the increases in passing the strands of addition/subtraction and addition/subtraction with regrouping.

Standardized Mathematics Achievement.

The average standard score of 197 was a decline compared to last year's levels, bringing the average closer to the lowest end of the county-wide average range of 185-198. This reverses the sizable increase recorded last year compared to 1984 and 1985.

There is a large increase in the number of students scoring significantly below average this past year. The percentage of students below the average range has increased to 41% or about 12 more students than last year (based upon an enrollment figure of 31).

Goal-based Reading Achievement

This past year marked a sizable decline in the percentage of students passing all goals. A drop of more than 40 percentage points occurred. Using enrollment figures of 31, this translates into about 14 fewer students passing all goals this year compared to 1986. This follows a decline of 11 percentage points in 1985.

In terms of specific strand areas: word analysis, vocabulary, interpretive and literal comprehension, there have been consistent declines since 1985. Literal and interpretive comprehension were specifically reported for the last two years only.

Standardized Reading Achievement

This past year marked the end of a three year increase in student performance. The average standard score dropped nine points to 186, which is at the lower range of the county-wide average.

A more significant change is the percentage of students performing significantly below average. Thirty nine percent of the students fell in this range or about 12 students. This is an increase from 12% of the students last year.

GRADE FOUR (enrollment of 35)

Standardized Mathematics Achievement

The standard score average of 201 is consistent with last year's score, which is 7-9 units higher than the previous two years. This is still right within the county-wide average range.

The percentage of students performing significantly below average declined slightly to 14% this past year. The percentage has remained stable for the past four years.

Standardized Reading Achievement

The average standard score last year is nearly equal to the 1986 score (201 vs 200). This average is right within the county-wide average range. The improvement over 1984 and 1985 is maintained.

The percentage of students performing significantly below average increased to 20% last year. Given enrollment of about 35, this means seven students performed in the lowest range compared to only about three the year before and four in previous years.

Writing Assessment

Paragraph writing performance scores are organized into three categories: high (scores of 7 or 8), average (4,5 or 6) and low (2 or 3). This past year the percentage of students in the high group continued the two year decline. The percentage of students performing at the top range is down to 3.2% from 25% in 1985.

The percentage of students in the low group has increased to almost 10% from 0% in 1985. Although the large percentage in the middle group remains stable, there is a relative shift in the percent passing from the high group to the low group.

GRADE FIVE (enrollment of 41)

Standardized Mathematics Achievement

The standard score average was unchanged from 1986, standing at 209 units. This level is right at the middle of the county-wide average range. The net change since 1984 is an increase of 11 units.

The percentage of students performing significantly below average (14%) is comparable to 1986. This trend maintains the reduction in the number of students in this group since the 1984 percentage of 23. Thus, the number of students in this low group have been reduced by 9 percentage points or approximately 4 students.

Goal-based Reading Achievement

The percentage of students passing all goals remains at 49%, despite declines in all specific goal areas. The largest declines were in vocabulary, word analysis and interpretive comprehension: 16%, 9% and 9% respectively. Literal comprehension saw a decline of only 5%.

Nevertheless, the percent of students passing vocabulary and word analysis has increased since 1984.

The inconsistency between stability in all goals and declines in specific strand areas this year suggest that every student passes some strands. However, there is considerable variability among students in which strand is passed.

Standardized Reading Achievement

The standard score average declined slightly, although not significantly, to 208 units. This is above the midpoint of the county-wide average range. There has been a net increase of 9 units since 1984.

The percentage of students scoring in the below average range increased this year to 17% or roughly 8 students (using enrollment of 41). The trend is clearly increasing.

GRADE SIX (enrollment of 31)

Goal-based Mathematics Achievement

The percentage of students passing all goals has dropped dramatically to only 3%. This is the fourth consecutive year of decline. The net change during this time is -38%.

The declines in the specific goal areas were also substantial. Decimals saw a 30% decline for 1987, -56% over four years. Whole numbers strand was down to 50% of the students from a high in 1985 of 86%. Fractions were down to 13% of the students this past year, from 82% in 1985.

Standardized Mathematics Achievement

The standard score average declined 6 units in 1987 to 211 which is at the lower end of the county-wide average range. The net change since 1984 is +6 units.

A dramatic change occurred in 1987 in terms of the percentage of students performing significantly below average. The percentage rose to 45% (or 14 students based upon an enrollment figure of 31). This is more than double the previous three year high.

Standardized Reading Achievement

The standard score average declined to 209 units from 212 in 1986. The latest level is within the lower range of the county-wide average. However, the four year net change is +6 units.

The percentage of students performing significantly below average rose dramatically in 1987 to 33%. The percentage was up 22% points from 1986. The net change is +15.

OVERVIEW: Middle School

This overview is based upon data from standardized mathematics and reading tests in grades 7 and 8 and two writing assessment tasks in grade 7. General trends are summarized in this section. If more specific information is needed consult the detailed evaluation section that follows. For reference to the supporting data, consult the bar graph figures in the Appendices.

Mathematics. Average standardized scores were relatively unchanged in both seventh and eighth grades. The percentage of students performing significantly below average was stable in grade seven and slightly lower in grade eight.

Reading. Average standardized scores continue to be stable at both grade levels. The same is true for the percentage of students performing significantly below average.

Writing. There is a trend towards fewer students performing above average on paragraph writing and more performing below average. A drop in the percentage of students performing at the high level of proofreading is evident.

GRADE SEVEN (enrollment of 239)
Standardized Mathematics Achievement.

The standardized achievement score average for 1987 remains very stable compared to the last three years. The score of 227 reflects an average at the upper range for averages found county-wide. Data for 1986 and 1987 is from Spring testing. Because the Fall and Spring norm data are similar, it is fair to make Fall/Spring comparisons.

For two years in a row the percent of students performing at the below average range has been about 10%. Based upon an enrollment figure of 239, 24 students have been in this low range. This change reflects a slight increase. It is an important indicator, because averages may mask declines in performance in the lower range if there are increases in performance in the upper ranges.

Standardized Reading Achievement

The standard score average remains very stable compared to the last three years. The level of 221 is at the high end of the county-wide average range.

Similarly, the percent of students performing in the below average range is also stable at 7%. Based upon enrollment of 239, this translates into 17 students.

Writing Assessment

Student performance in paragraph writing is categorized into three score ranges: high (7,8), average (4,5,6), and low (2,3). This past year marked an increase in the percentage of students in the low group to 13% and a decrease of students in the high group to 14%. This translates into a net decrease in the high group of about 12 percentage points since 1984 and a net gain of 8 percentage points in the low group.

The large average group remains somewhat stable, but is down considerably from the 1984 level.

Another measure of writing achievement is derived from proofreading. Students are asked to proofread a short essay. The passage contains 14 errors including paragraphing, capitalization, punctuation, spelling and syllabication. The students mark the errors with accepted proofreading symbols. The students responses are tallied according to three categories: 10-14 errors found (high), 6-9 (average) and low (0-5).

Over four years, there has been a net decline of 10 percentage points in the high group, a five percentage point increase in the average group and a four point increase in the low group. The trend seems to be a decrease in percentage at the high end and an increase at the average and the low end.

GRADE EIGHT (enrollment of 208)
Standardized Mathematics Achievement

The standard score average for 1987 remains very stable compared to the last four years. The score of 233 reflects

an average above the range for averages found county-wide. Data for 1986 and 1987 are from Spring testing. Because the Fall and Spring norm data are so similar, it is fair to make Fall/Spring comparisons.

For two years in a row the percent of students performing significantly below average has been about 11%. Based upon an enrollment figure of 239, 23 students have been in this low range. This change reflects a slight increase. It is an important indicator, because averages may mask declines in performance in the lower range if there are increases in performance in the upper ranges.

Standardized Reading Achievement

The standard score average this year, like the last three years is very stable at 223. This score is in the middle of the county-wide average range.

Similarly, the percent of students performing in the below average range is also stable at about 10%. Based upon enrollment of 208, this translates into 20 students.

OVERVIEW: High School

This overview is based upon data from: 1) standardized reading, language arts and mathematics tests in grade 9, 2) performance on a writing exercise in eleventh grade and 3) Oregon System of Higher Education data from the Class of 1985's first year in college. General trends are summarized in this section. If more specific information is needed consult the detailed evaluation section that follows. For reference to the supporting data, consult the bar graph figures in the Appendices.

Mathematics. The percentage of ninth graders in the top performance group declined, while the next lower group increased. The bottom groups remained stable.

Reading. The performance of ninth graders on the standardized achievement was similar to mathematics: fewer in the top group, more in the second highest group, stable at the lower two groups.

Language Arts. A decline in performance at the highest level was evident among ninth graders. An increase in the second highest and the next lowest group was also indicated by the standardized achievement tests. The lowest group was stable.

The results of the eleventh grade writing exercise indicate an increase in the percentage of students performing at the highest level, a slight decrease at the average group, and a decrease to zero percent in the low group.

College grades. The performance of our 1985 graduates in their freshman year at Oregon colleges was weaker in mathematics and science than a statewide cohort. Performances in social sciences, arts and letters, foreign language and writing generally were comparable to the state cohort. However, for these course groupings there were fewer grades of A than among the cohort.

GRADE NINE (enrollment of 240)

The percent of students scoring in the bottom quarter, second quarter, third quarter and top quarter of a nationwide sample of ninth graders is indicated by the height of the bars om the figures located in the Appendix. One expects 25% to be in each quartile. Thus, percents greater than 25 in the upper quartiles and percents less than 25 in the lower quartiles are positive indicators.

Standardized Reading Achievement

The percentage of students performing in the top quartile stands at 24%, down from a three year high of 46%. The percentage in the third quartile increased to 42%, up from the previous year. The percentage of students in the two remaining quartiles has been more stable over the last four years.

The trend is a decrease in the percentage of students performing at the highest level accompanied by an increase in the percentage of students in the next lower level.

Standardized Language Arts Achievement

The percentage of students performing in the top quartile stands at 24%, which is up slightly from 1986. However, the net change since 1984 is down 16 percentage points. A small increase in the relative number of students in the third quartile is evident. This continues the upward trend since 1984. The second quartile showed the largest decrease from 33% in 1986 to the present 21%. A net change at the lowest quartile of +4 percentage points was found.

As with reading, the trend is a drop in the percentage of students performing at the highest level, an increase in the third higher level, a decrease in the second quartile and a stable bottom quartile.

Standardized Mathematics Achievement

The percentage of students performing in the top quartile is 36%. The change from 1986 is slightly decreased, but markedly decreased from 1985 (nearly 20 points lower). The third quartile is lower than the 1986 level, but there has been an increase since 1984. The lower quartiles are relatively stable.

The trend is a decrease in the highest level and an increase in the second higher level. The lower levels are rather stable.

GRADE ELEVEN (enrollment of 256)

Writing Assessment

Students complete a writing exercise which is rated by two readers. The rating is a holistic assessment and a number from 1 (weak) to 4 (strong) is assigned to the work. The two ratings are summed to produce the final assessment indicator. Thus the final score could range from as low as 2 to as high as 8. The scores are then grouped according to the following: Low (2-3), Average (4,5,6), High (7-8).

The percentage of students performing at the High level has increased from 13% in 1984 to 21% in 1987. The Average level has decreased from 84% to 79% since 1984. This Average spans a very narrow score range, but includes a very large group of students, i.e., nearly 80% of all students since 1984 receive a score of four, five or six. The Low level has declined to zero from 2% in 1984.

The trend has been: no students performing at the low end, most are in the average level, with the percentage in the highest level increasing slowly.

GRADUATES (1985)

The Oregon System of Higher Education provides us with data on the college academic performance of our high school graduates in comparison to all Oregon graduates. The courses taken during the freshman year are organized into categories:

Arts & Letters - literature and fine arts;
For. Language - foreign language;
Writing;
Social Science - psychology, economics, sociology, history;
Science;
Mathematics.

The letter grades A, B, C, D, and F have the standard meaning. P stands for Pass and N for No Pass.

For an overall picture, the percentages for the grades of A, B, C and P were added together. In mathematics 63% of our students received satisfactory grades or better compared to 76% state-wide. The discrepancy in science was greater: 57% for the district, 81% for the state. The rest of the courses were generally comparable to the state percentages.

Comparisons of all possible grades revealed similar conclusions.

1. In the arts and letters our district had more Bs and Cs than the state, but fewer As.
2. In foreign languages there were more As but fewer Bs and Cs. The small number of district students in this area limit the reliability of the data.
3. For writing, the district students had more Cs and more Fs, but small numbers limit the usefulness of this data.
4. In the social sciences the percent of our students exceeded the state in Cs, but was lower in As and Bs.
5. In science the district percentages exceeded the state's on Ds and was triple the percent on Fs. Very few As were reported.
6. Finally, in mathematics the district was slightly lower of As, Bs, and Cs, but considerably higher in the percent of Fs than the state percentages.

These results indicate that the 1985 graduates who went on to colleges in the Oregon System were not as successful

their first year as their state cohorts. The graduates' grades were slightly lower in foreign languages and writing courses. They had slightly higher grades in the arts and literature and social science. They earned markedly lower grades in mathematics and science.

These data need to be used cautiously. First, the number of students in writing and foreign language was small. Thus the reliability of the comparison is weak. Secondly, only one graduating class is represented. Additional data must be collected before more consistent trends can be established.

APPENDIX

MATHEMATICS

Grade 3

1) **Addition/Subtraction, Basic Facts:** Students will recall the basic facts, 0-18, from memory. (30 problems - 2 1/2 minutes)

2) **Multiplication, Basic Facts:** Students will recall basic multiplication facts, 0-45, from memory. (30 problems - 2 1/2 minutes)

3) **Numeration:** Students will use the concepts of place value to estimate, count, order, and compare numbers.

4) **Addition, Subtraction, With Regrouping:** Students will use the skills of addition and subtraction with regrouping to the hundreds place.

5) **Representation of Concepts:** Students will identify and interpret concepts at the representational level including whole number, fraction, geometric, and probability.

6) **Measurement:** Students will use the basic measurement concepts of linear measurement, time, and money in problem solving.

7) **Problem Solving:** Students will use problem solving strategies involving various modes of computation in problem situations.

MATHEMATICS

Grade 6

1) **Whole Numbers, Concepts/Operations:** Students will use the concepts of place value to estimate, count, order, and compare whole numbers.

2) **Fractions, Concepts/Operations:** Students will compare and order common fractions, interpret the meaning of fraction terms, and identify equivalent forms for fractions.

   Students will use the skills of addition, subtraction, and multiplication of like fractions.

3) **Decimals, Concepts/Operations:** Students will use the concepts of place value to estimate, order, and compare decimal fractions.

4) **Measurement:** Students will use the basic measurement concepts of linear measurement, area, and time in problem solving.

5) **Problem Solving:** This goal involves a student's ability to apply specific problem solving skills taught in conjunction with Problem Solving Mathematics (PSM).

READING

Grade 3

1) **Word Attack Skills:** Students will use the skills of word identification, structural analysis, and phonics to decode written language.

2) **Vocabulary Development Skills:** Students will use affixes and context clues to determine vocabulary and concept attainment as well as the use of synonyms, antonyms, and homonyms.

3) **Literal Comprehension:** Students will identify facts and ideas, identify the main idea, recount important details, and determine the sequence of events from a given selection.

4) **Interpretive Comprehension:** Students will interpret, analyze, and infer cause and effect relationships, main ideas, and make predictions about a given selection.

READING

Grade 5

1) **Word Analysis Skills:** Students will use phonetic principles and structural analysis skills to decode words.

2) **Vocabulary Development Skills:** Students will use affixes and context clues to determine vocabulary and concept attainment as well as the use of synonyms, antonyms, and homonyms.

3) **Literal Comprehension:** Students will identify facts and ideas, identify the main idea, recount important details, and determine the sequence of events from a given selection.

4) **Interpretive Comprehension:** Students will interpret, analyze, summarize, and infer relationships, main ideas, and make predictions about a given selection.

LANGUAGE ARTS
Writing

Grades 4, 7, 11

Paragraphs: Each written exercise was rated by two readers. The readers rated each exercise on a scale of 1 to 4, where 4 is the highest score. These two ratings were added to obtain each student's total score. Thus, the highest possible score is 8, and the lowest possible score is 2. A low range includes scores of 2 or 3, the average range includes scores of 4, 5 or 6, and the high range includes scores of 7 or 8.

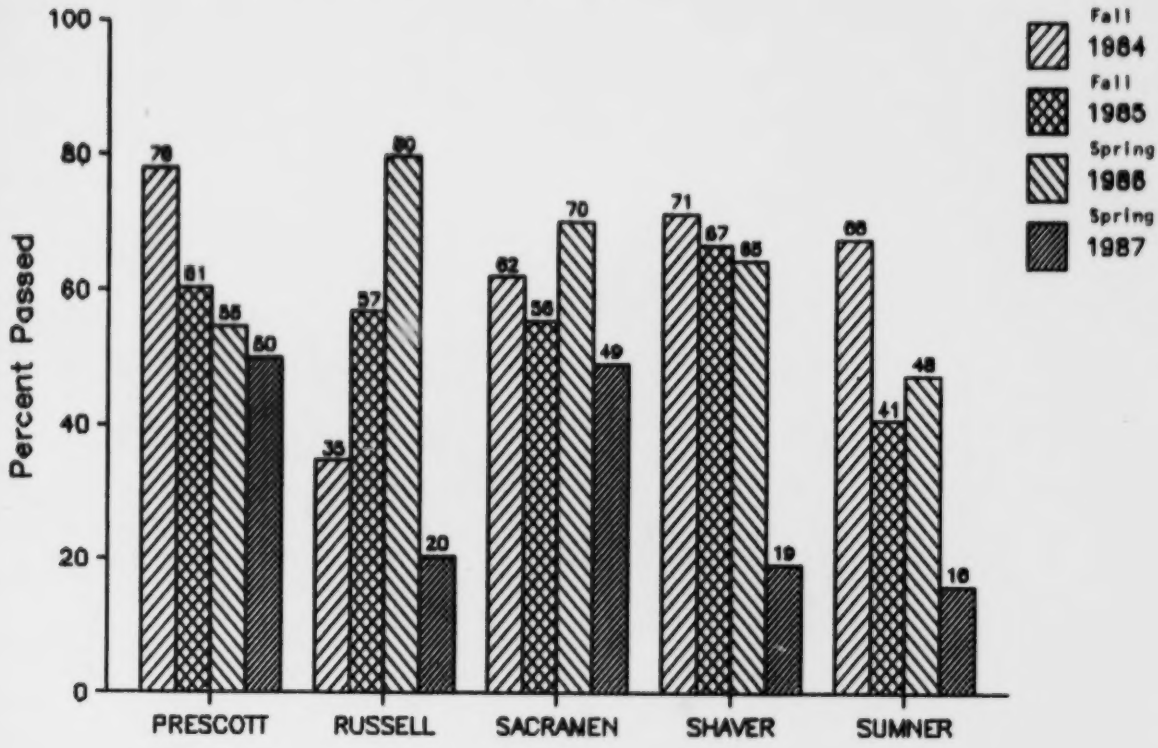
Grade 7

Proofreading: Students were asked to proofread a short essay. The selection contained fourteen errors including paragraphing, capitalization, punctuation, spelling, and syllabication errors. The students were to mark the errors with accepted proofreading symbols.

Readers tallied the errors by completing a checklist for each exercise, indicating whether or not a student had found and marked the error correctly.

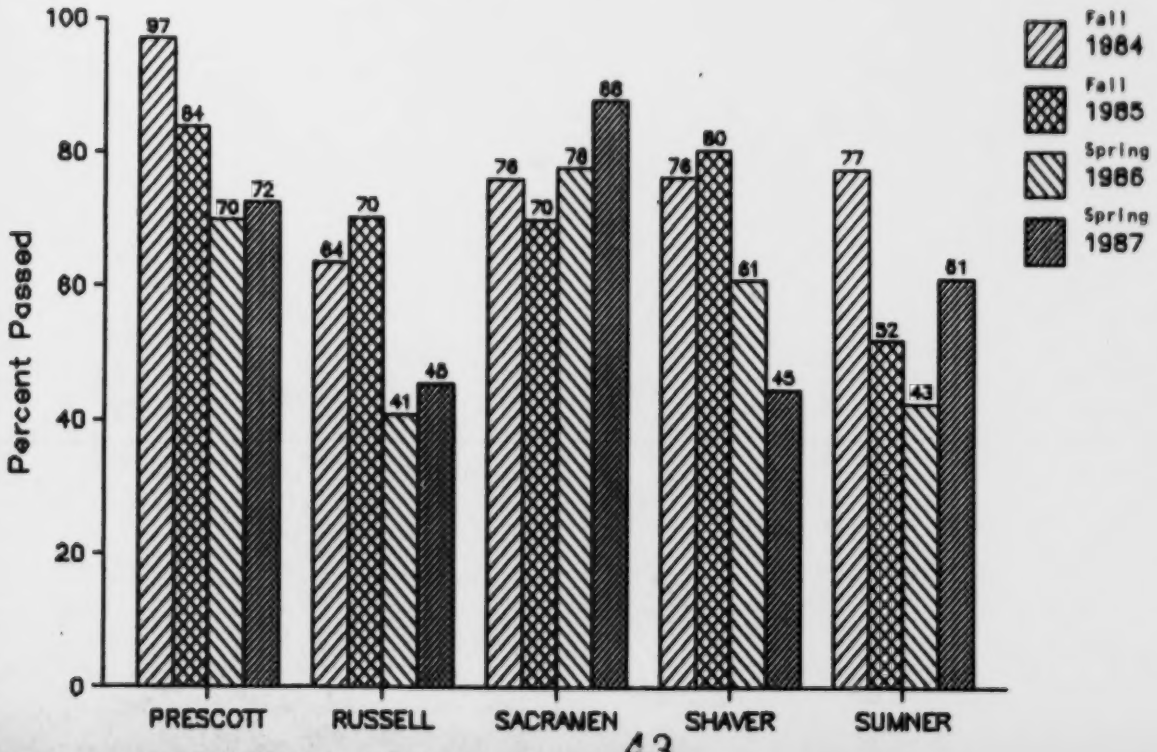
GOAL-BASED MATHEMATICS ACHIEVEMENT, 1987

All Goals, 3rd Grade



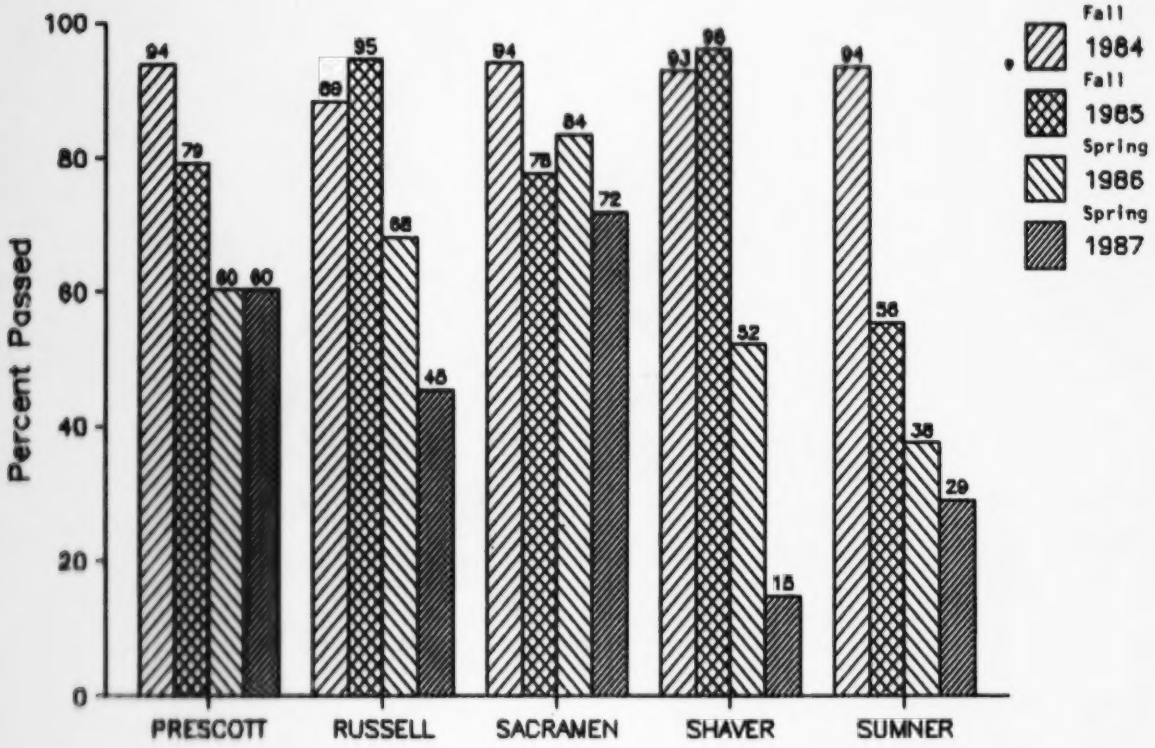
GOAL-BASED MATHEMATICS ACHIEVEMENT, 1987

Addition/subtraction, 3rd Grade



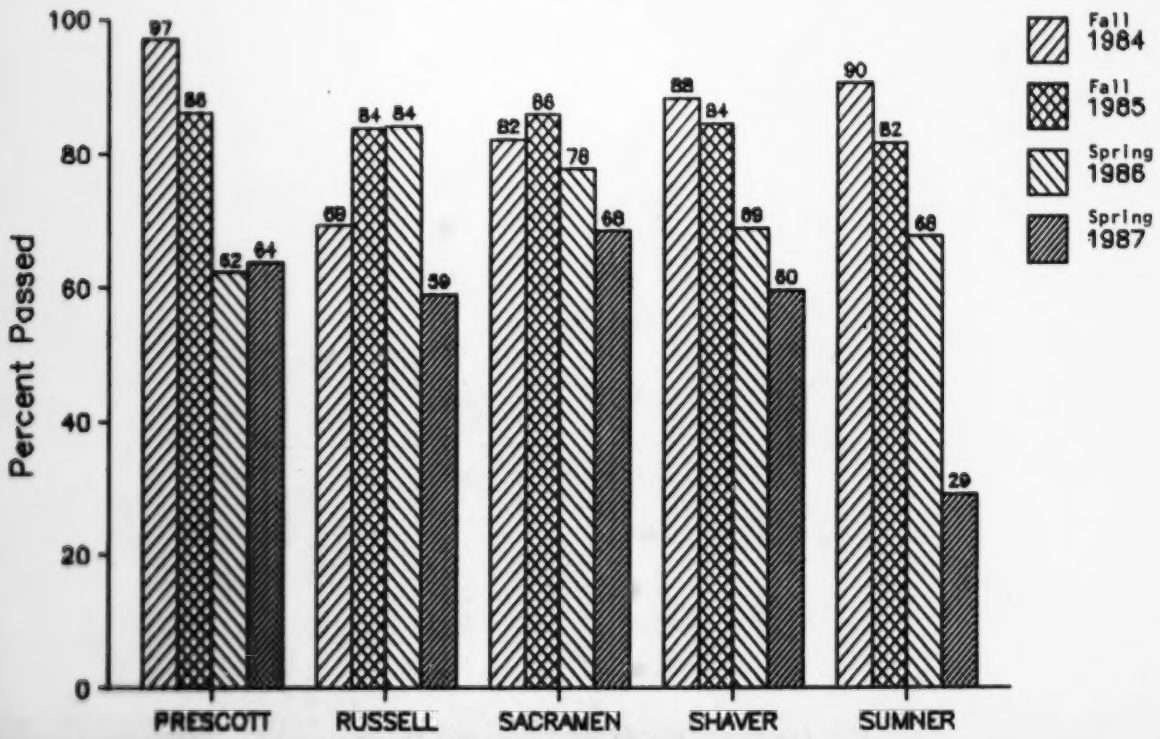
GOAL-BASED MATHEMATICS ACHIEVEMENT, 1987

Multiplication, 3rd Grade



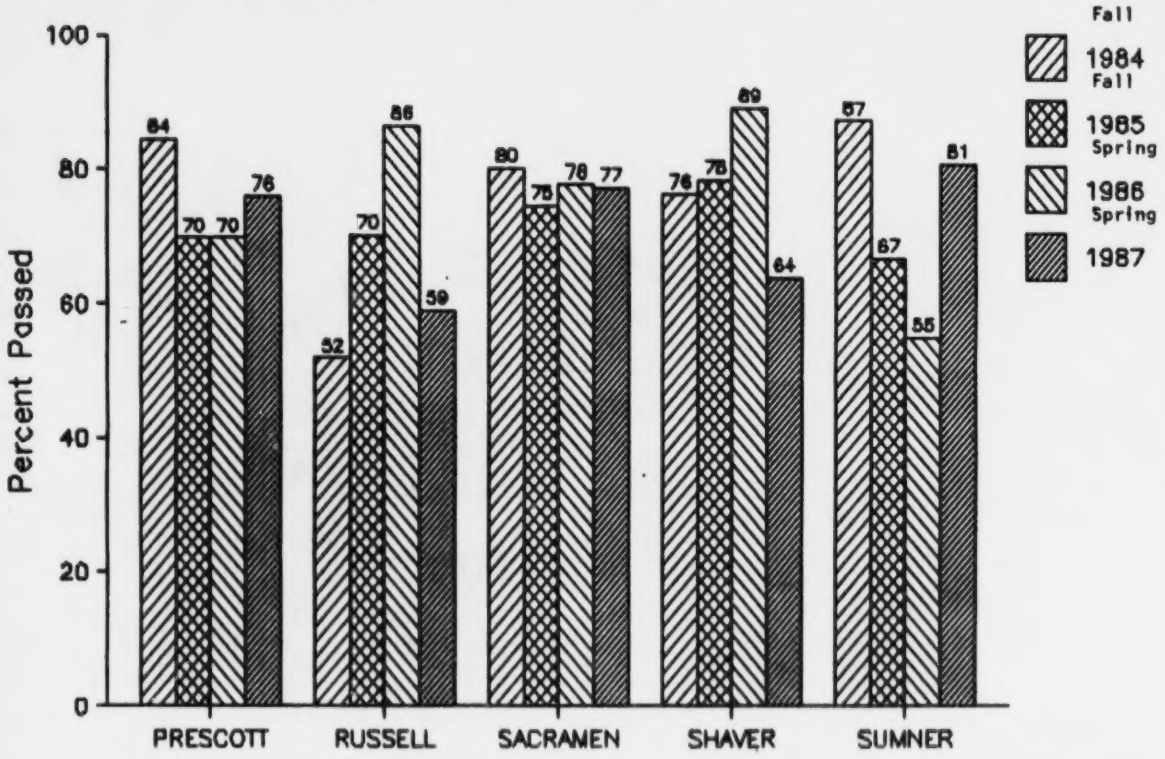
GOAL-BASED MATHEMATICS ACHIEVEMENT, 1987

Numeration, 3rd Grade



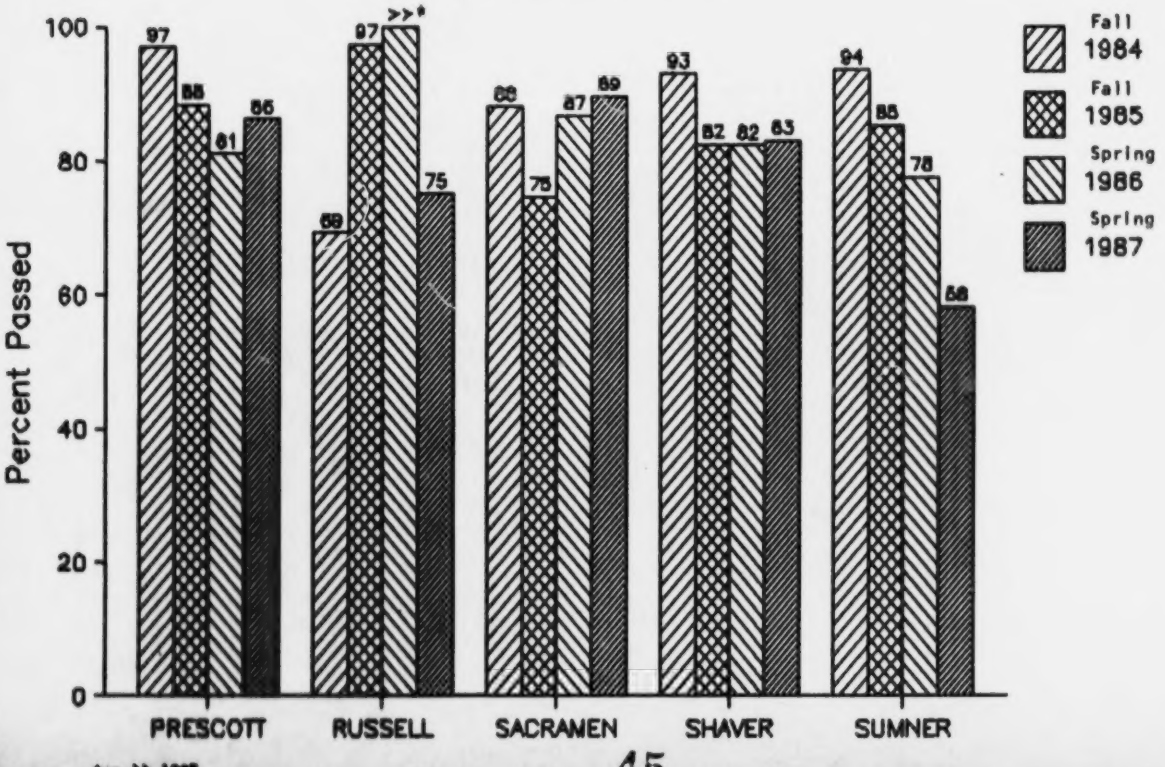
GOAL-BASED MATHEMATICS ACHIEVEMENT, 1987

Addition\subtraction w/ regrouping, 3rd Grade



GOAL-BASED MATHEMATICS ACHIEVEMENT, 1987

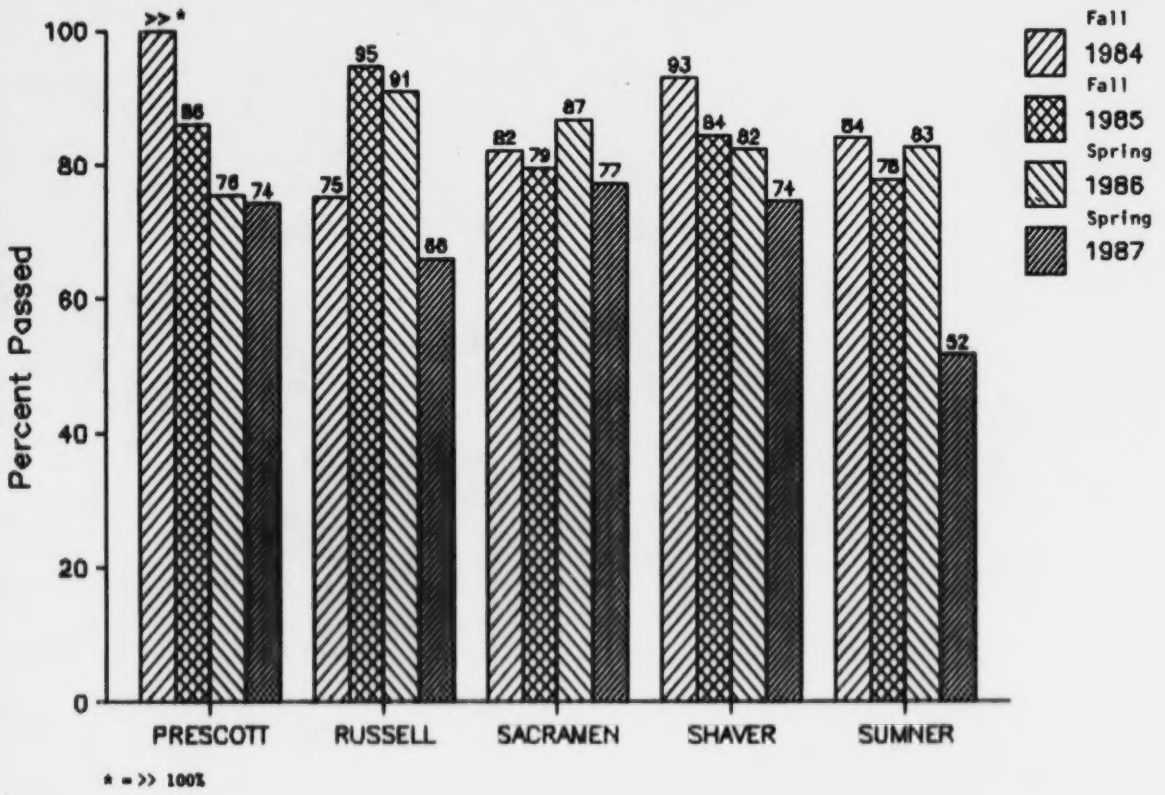
Concepts, 3rd Grade



* = >> 100%

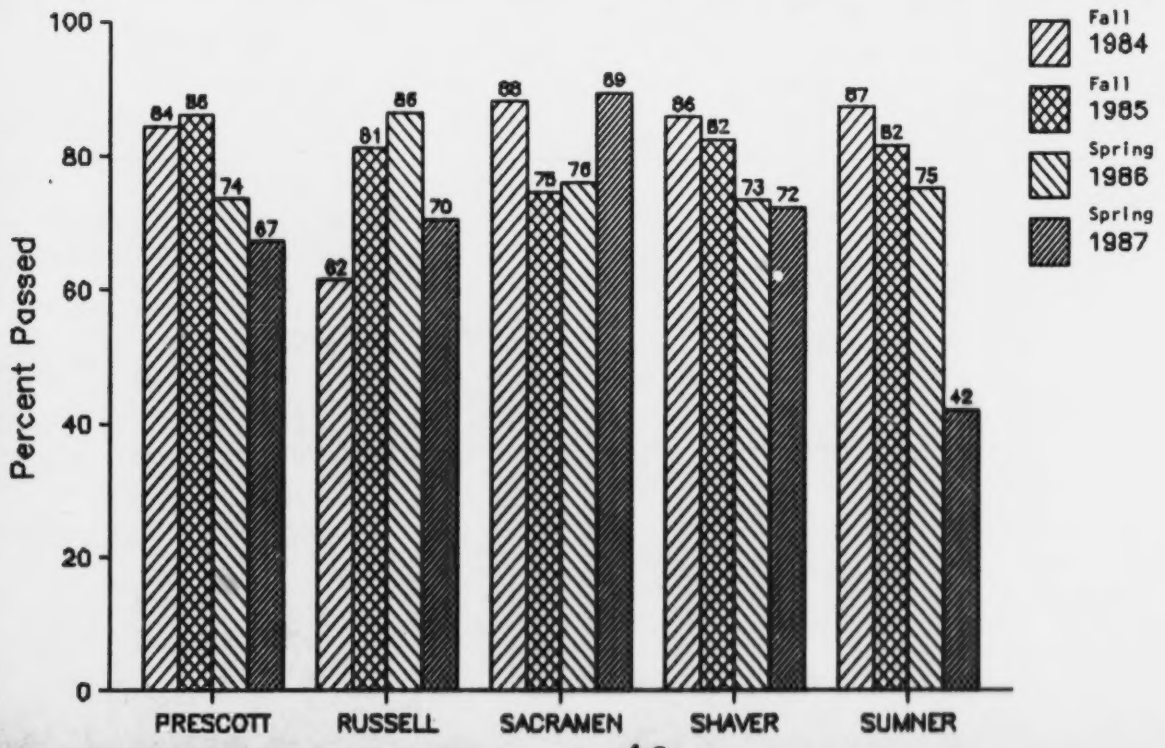
GOAL-BASED MATHEMATICS ACHIEVEMENT, 1987

Measurement, 3rd Grade



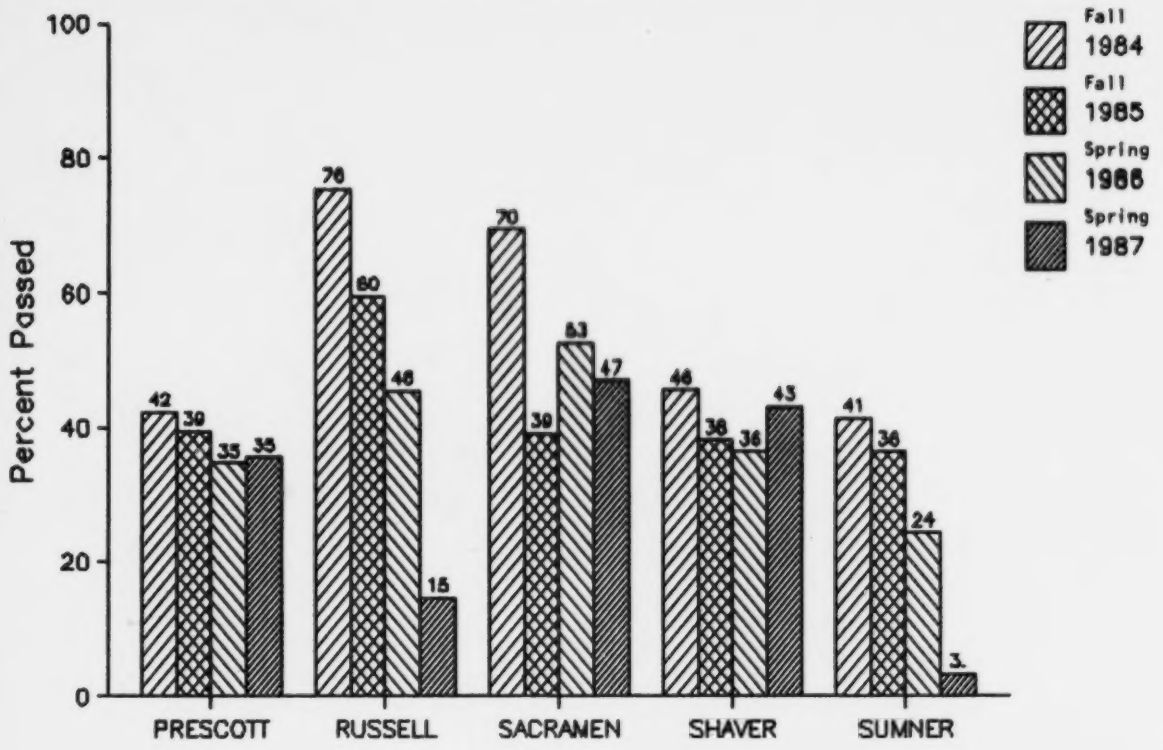
GOAL-BASED MATHEMATICS ACHIEVEMENT, 1987

Problem solving, 3rd Grade



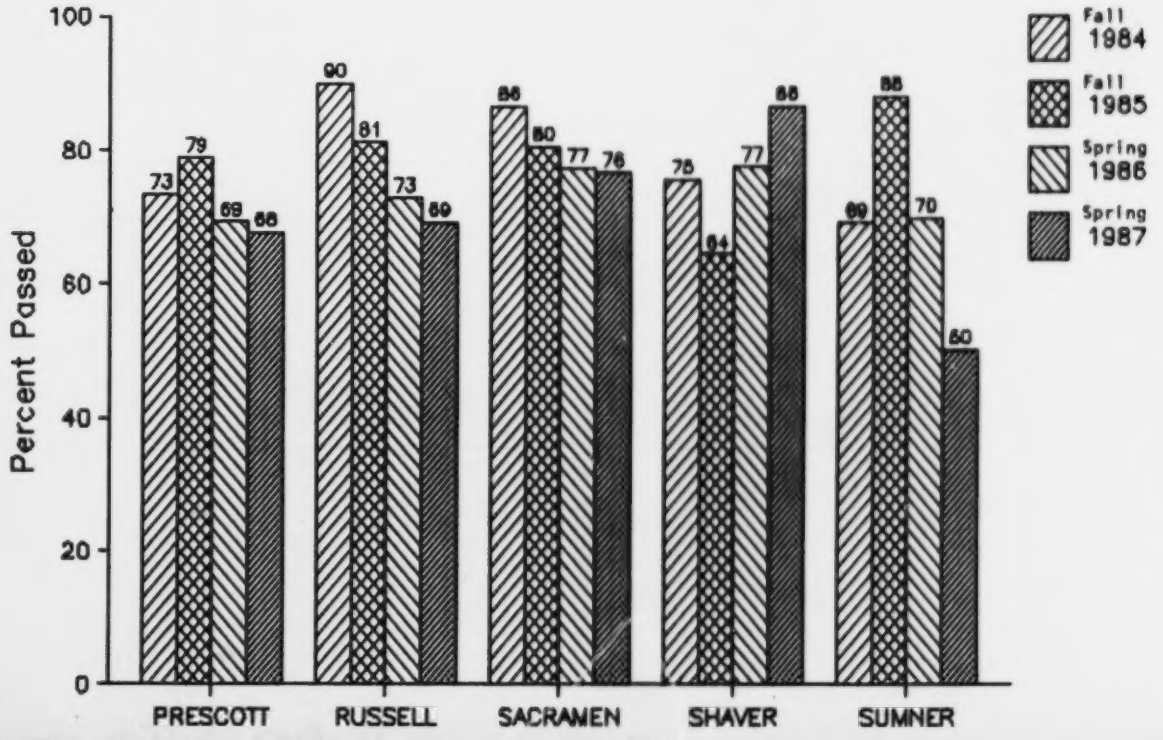
GOAL–BASED MATHEMATICS ACHIEVEMENT

All Goals, 6th Grade



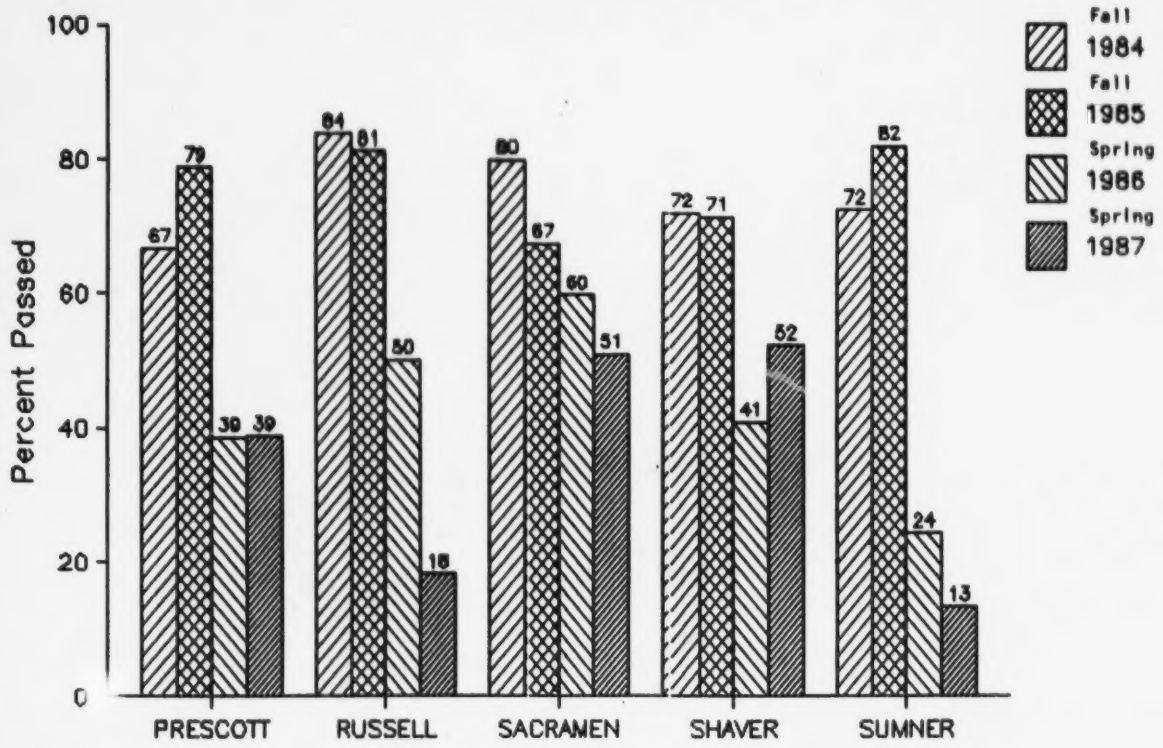
GOAL–BASED MATHEMATICS ACHIEVEMENT

Whole Numbers, 6th Grade



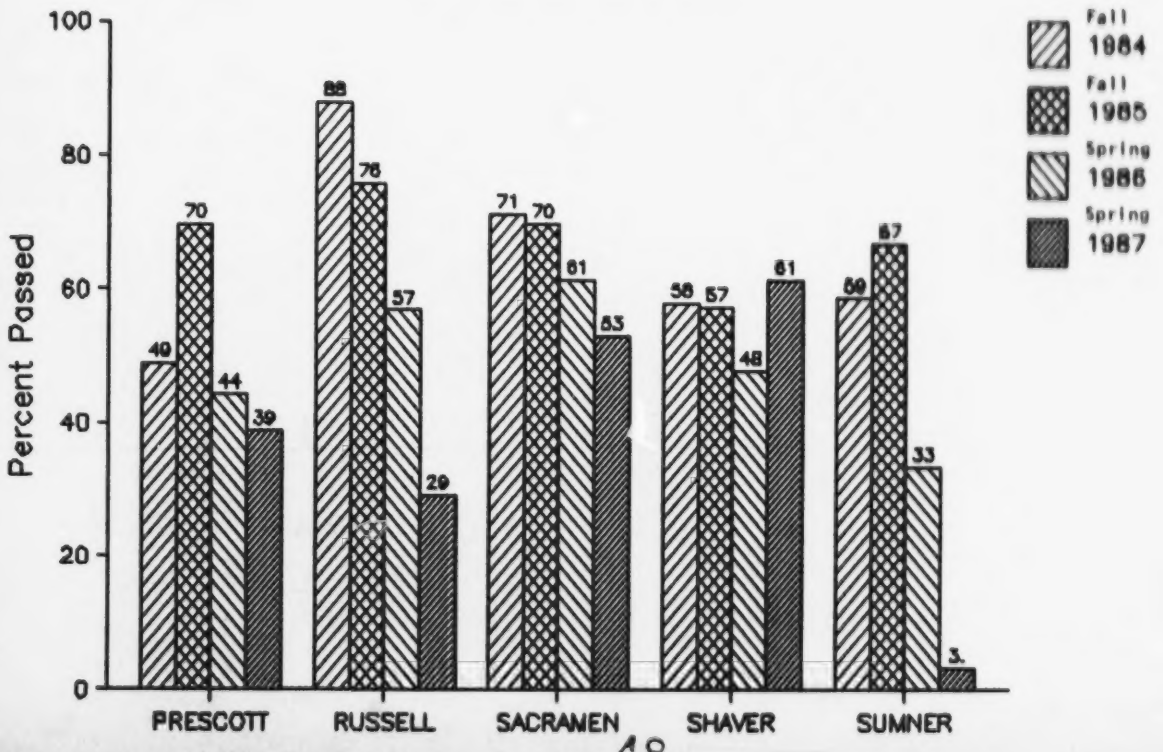
GOAL-BASED MATHEMATICS ACHIEVEMENT

Fractions, 6th Grade



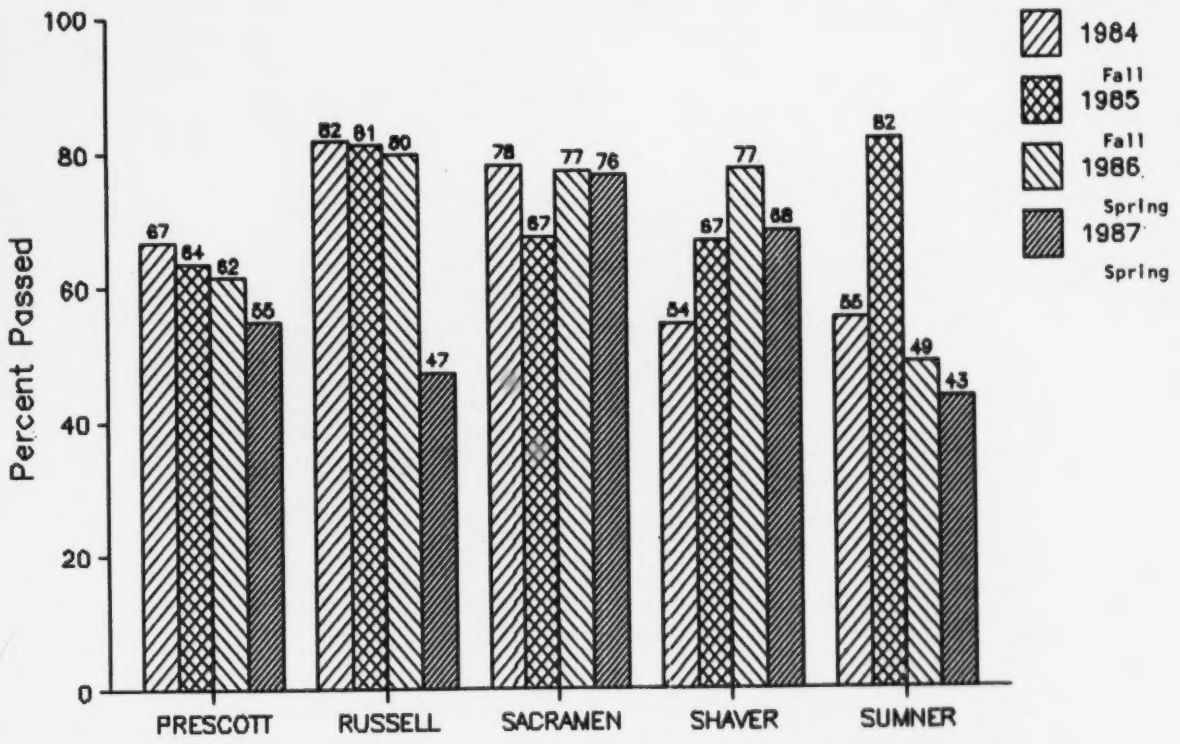
GOAL-BASED MATHEMATICS ACHIEVEMENT

Decimals, 6th Grade



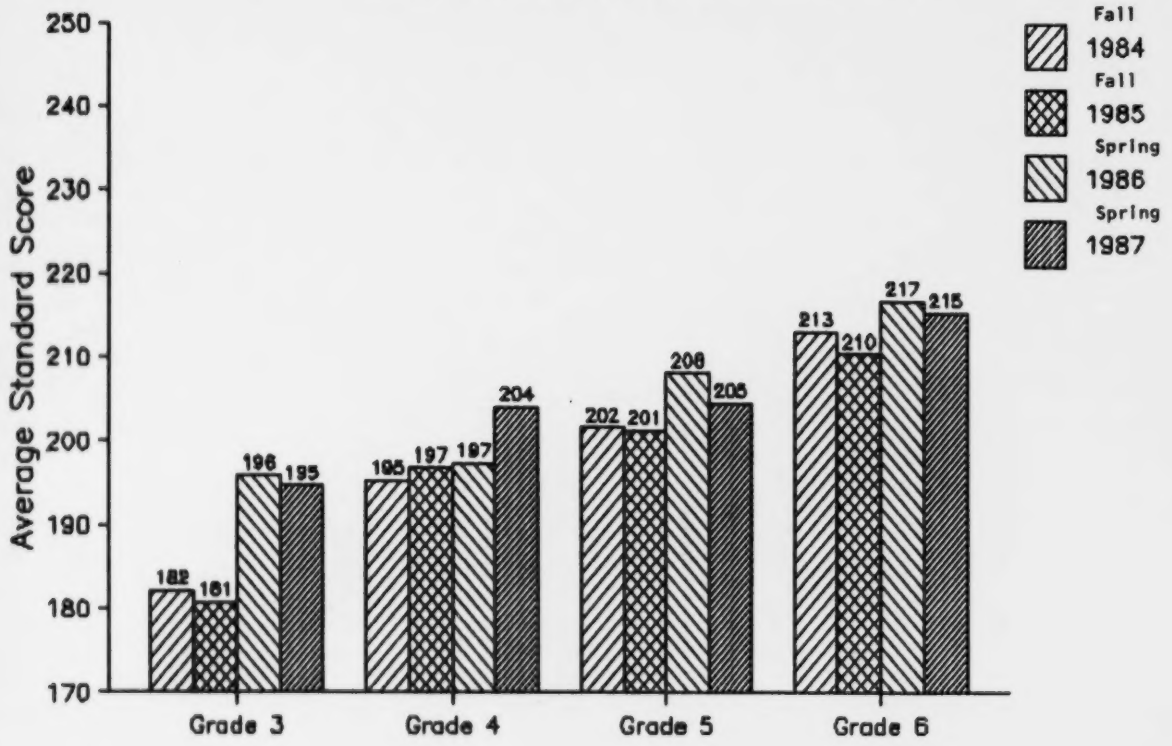
GOAL-BASED MATHEMATICS ACHIEVEMENT

Measurement, 6th Grade



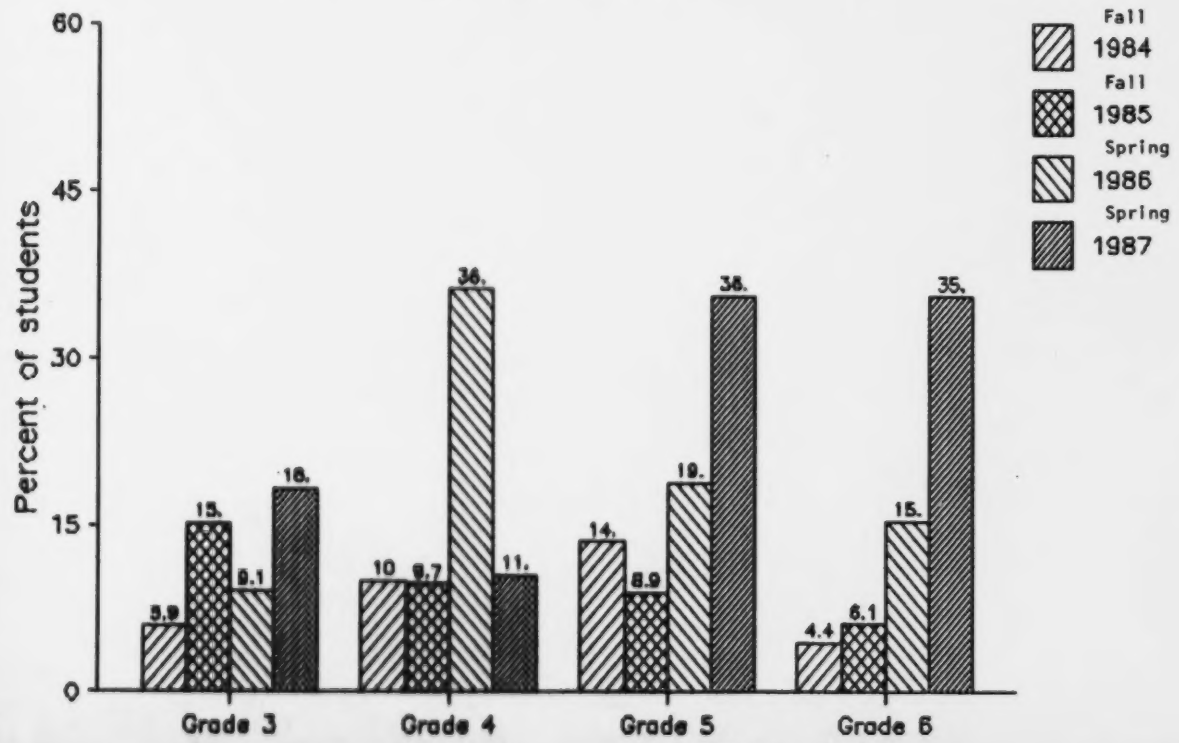
LEVELS ACHIEVEMENT, 1987 REPORT

Mathematics, Prescott: Grades 3 through 6



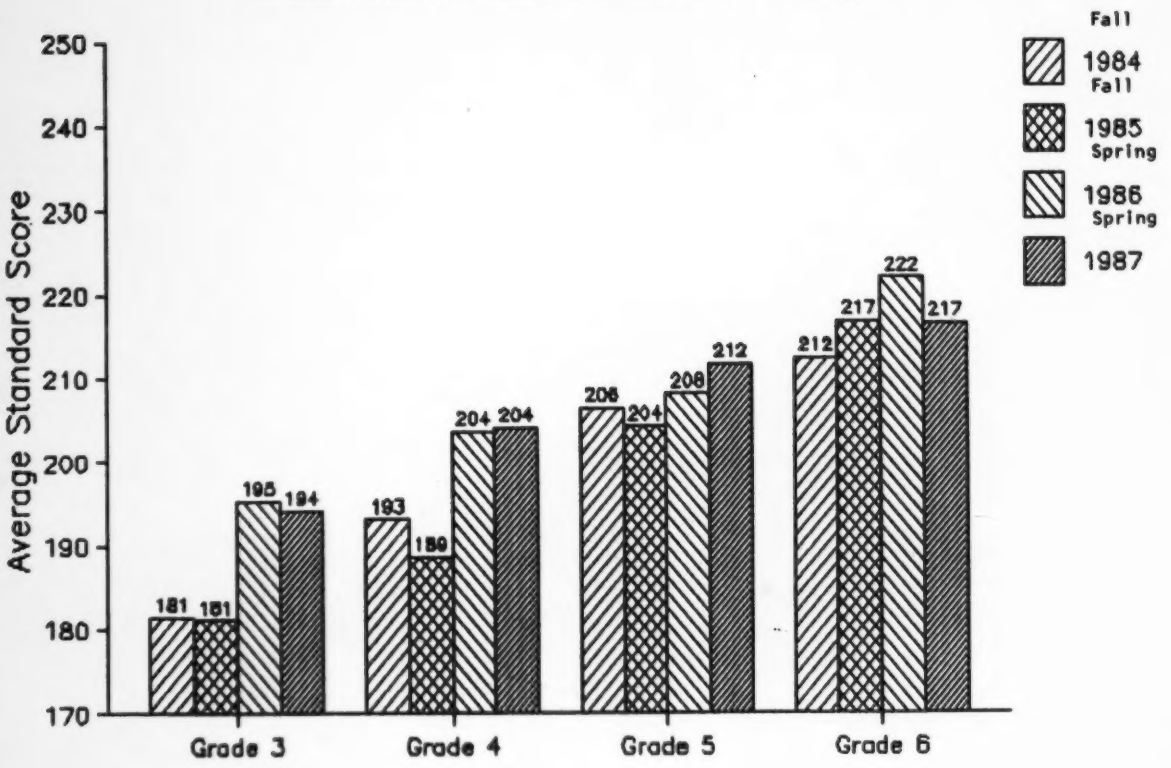
LEVELS ACHIEVEMENT BELOW AVERAGE, 1987

Mathematics, Prescott: Grades 3 through 6



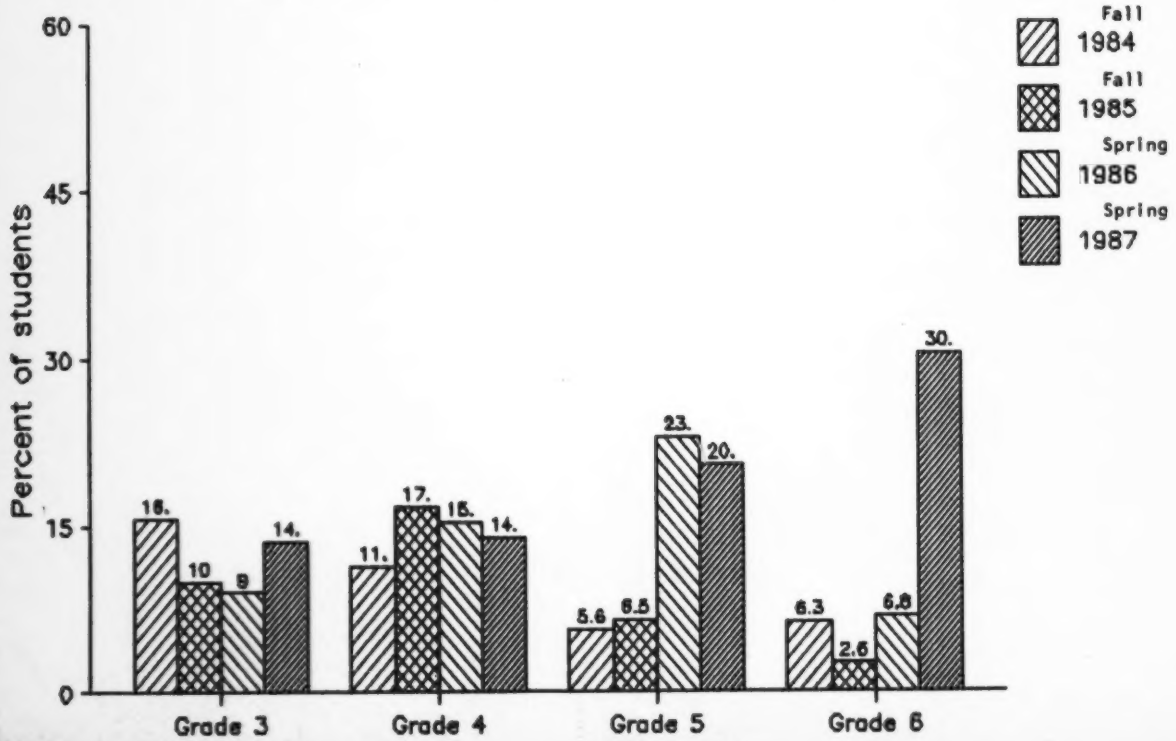
LEVELS ACHIEVEMENT, 1987 REPORT

Mathematics, Russell: Grades 3 through 6



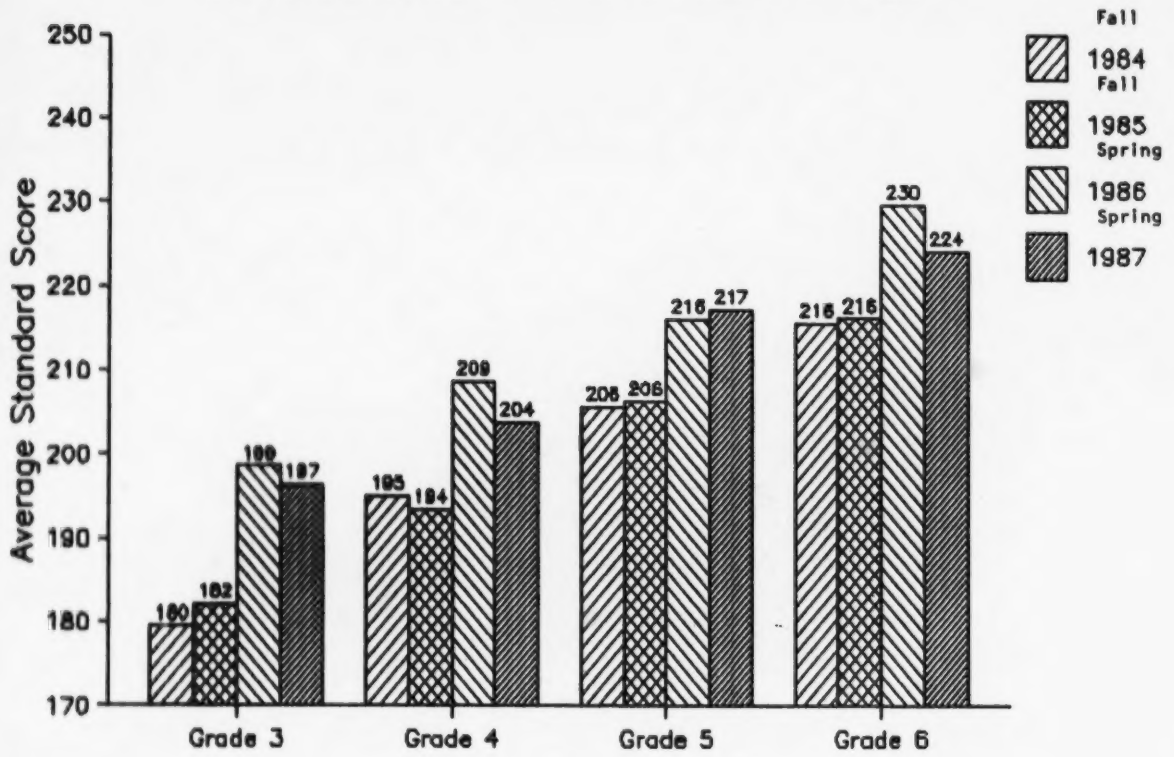
LEVELS ACHIEVEMENT BELOW AVERAGE, 1987

Mathematics, Russell: Grades 3 through 6



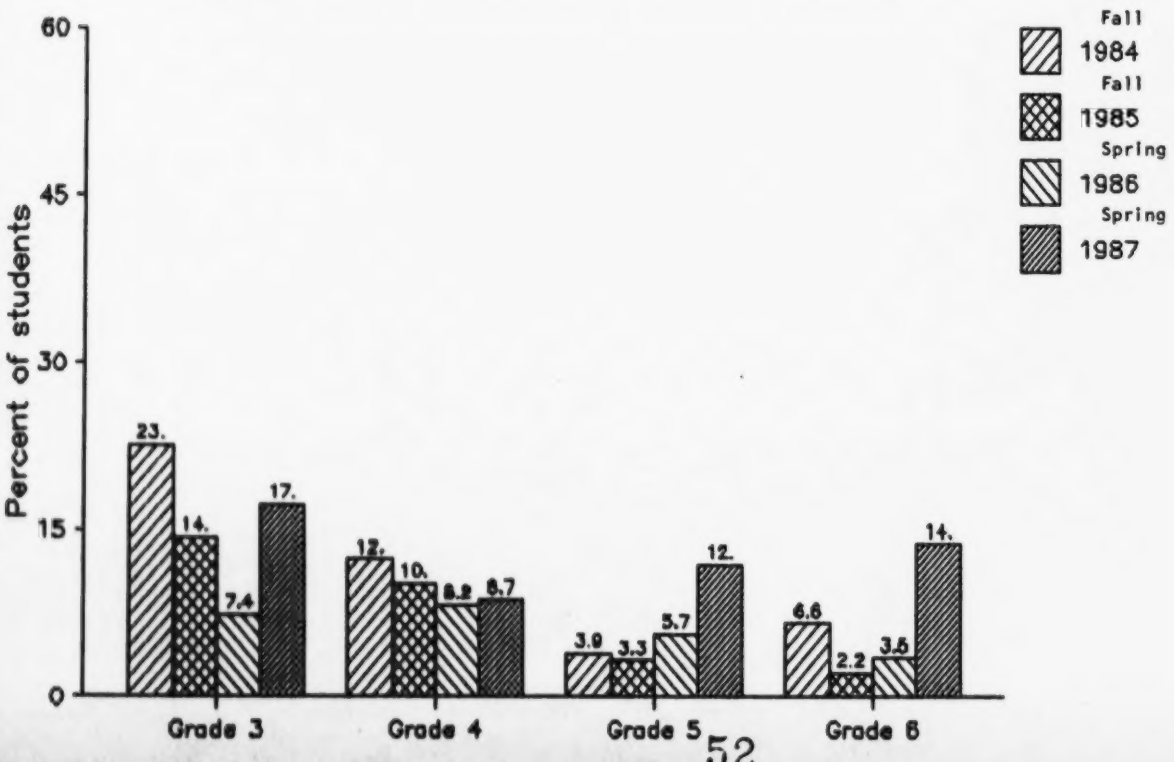
LEVELS ACHIEVEMENT, 1987 REPORT

Mathematics, Sacramento: Grades 3 through 6



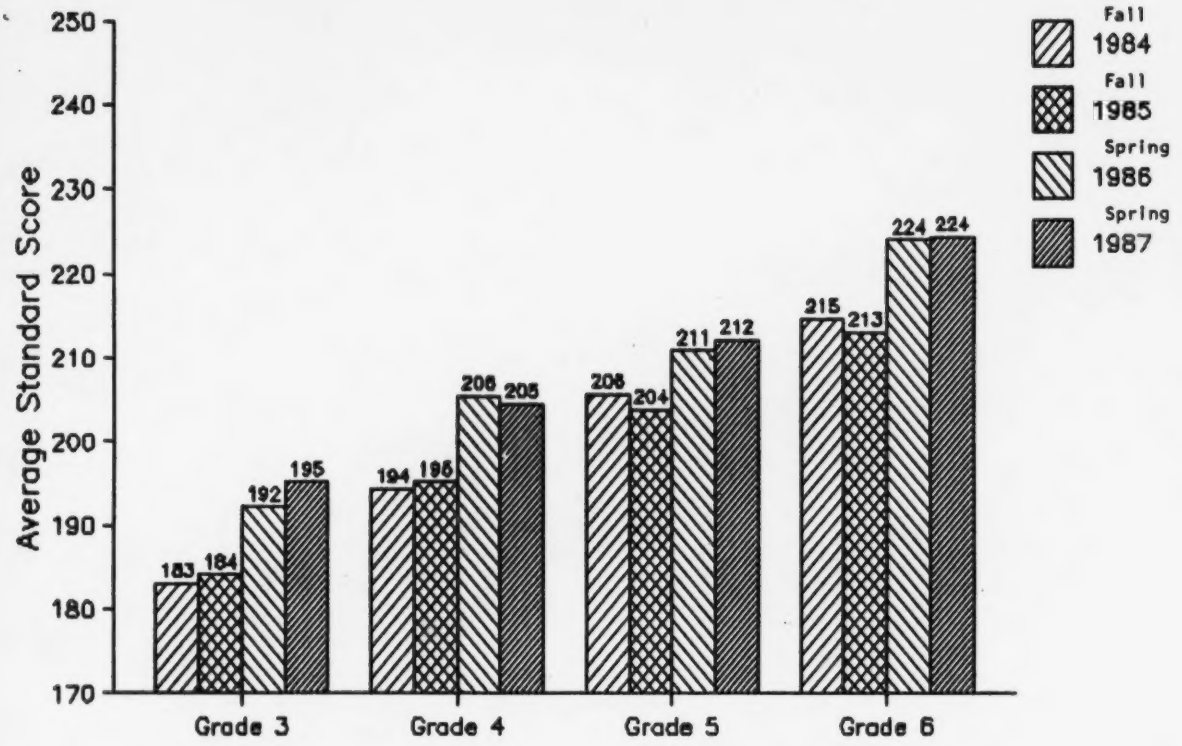
LEVELS ACHIEVEMENT BELOW AVERAGE, 1987

Mathematics, Sacramento: Grades 3 through 6



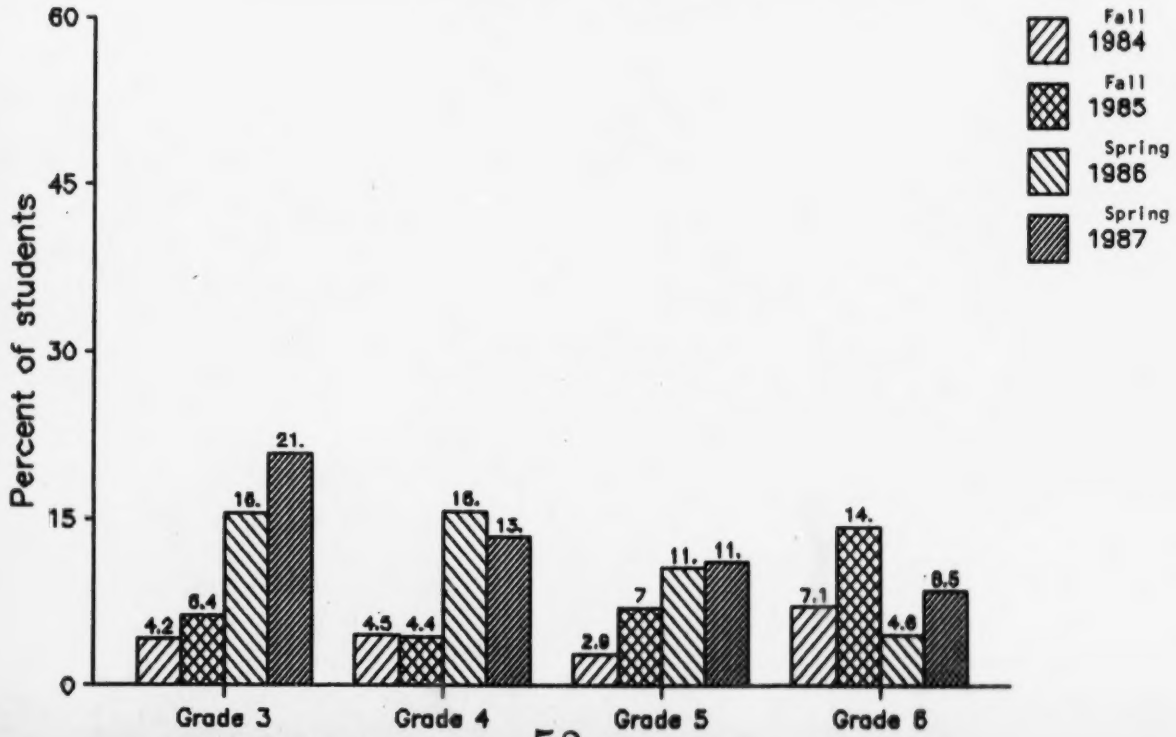
LEVELS ACHIEVEMENT, 1987 REPORT

Mathematics, Shaver: Grades 3 through 6



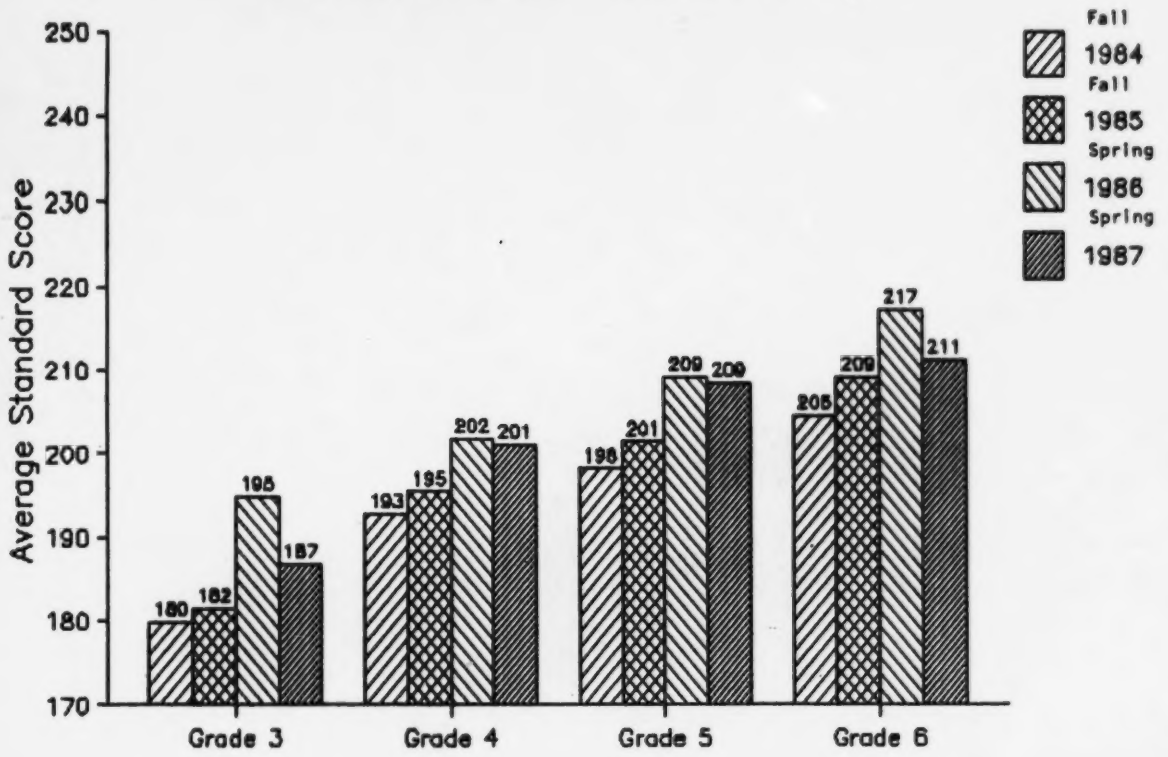
LEVELS ACHIEVEMENT BELOW AVERAGE

Mathematics, Shaver: Grades 3 through 6



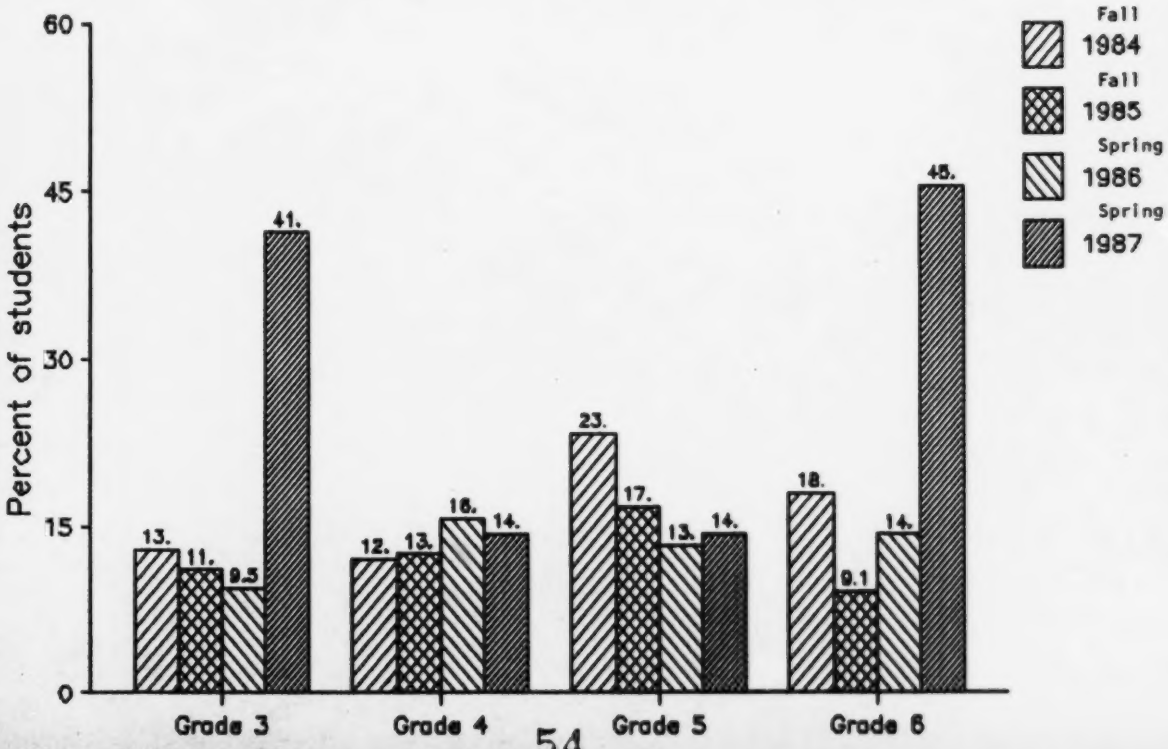
LEVELS ACHIEVEMENT, 1987 REPORT

Mathematics, Sumner: Grades 3 through 6



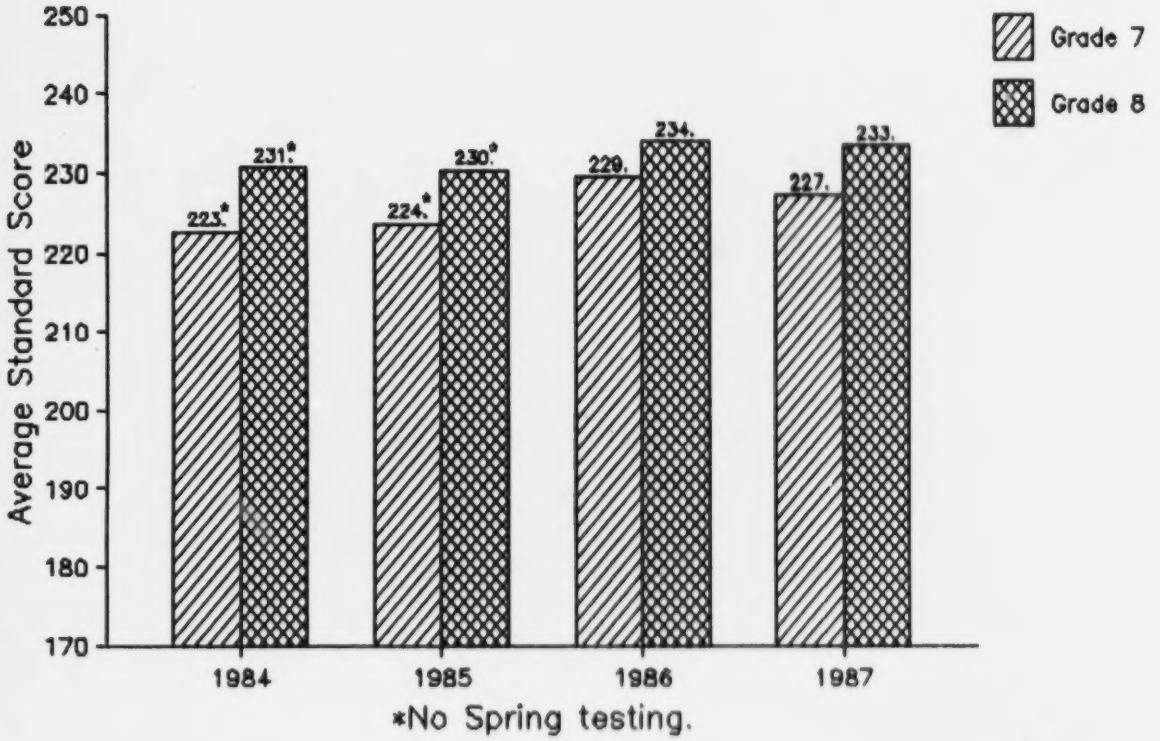
LEVELS ACHIEVEMENT BELOW AVERAGE, 1987

Mathematics, Sumner: Grades 3 through 6



LEVELS ACHIEVEMENT, 1987 REPORT

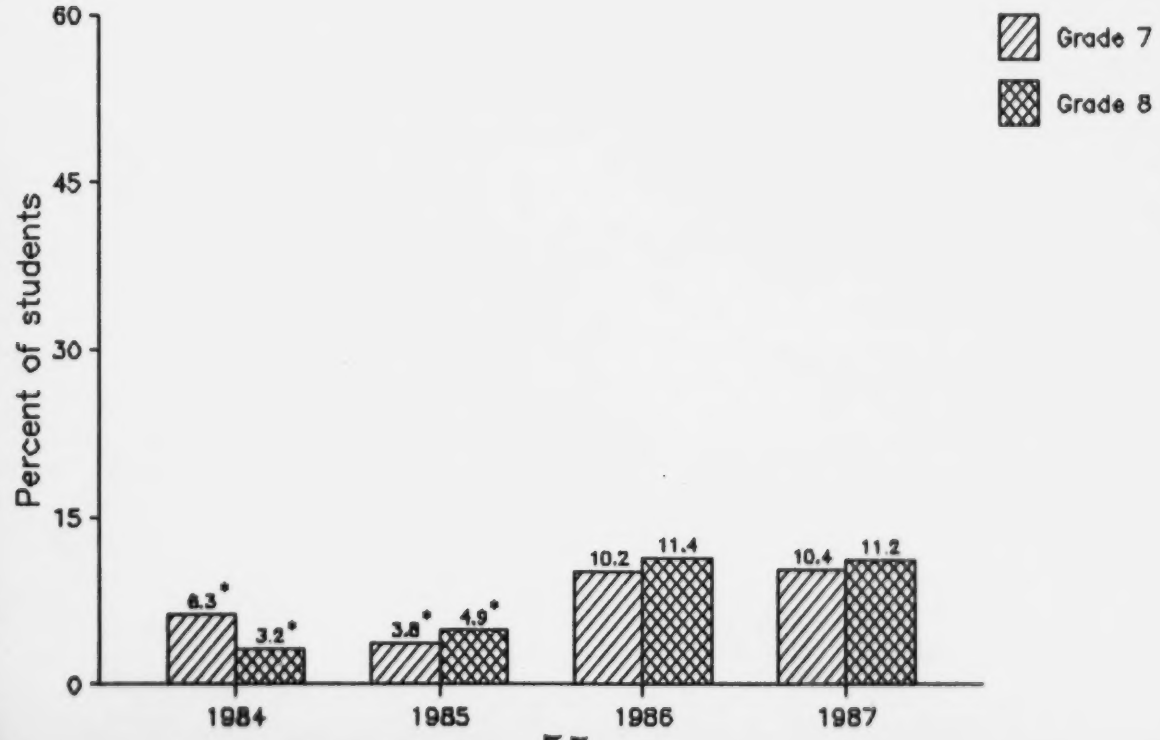
Mathematics, Grades 7 and 8



*No Spring testing.

LEVELS ACHIEVEMENT BELOW AVERAGE

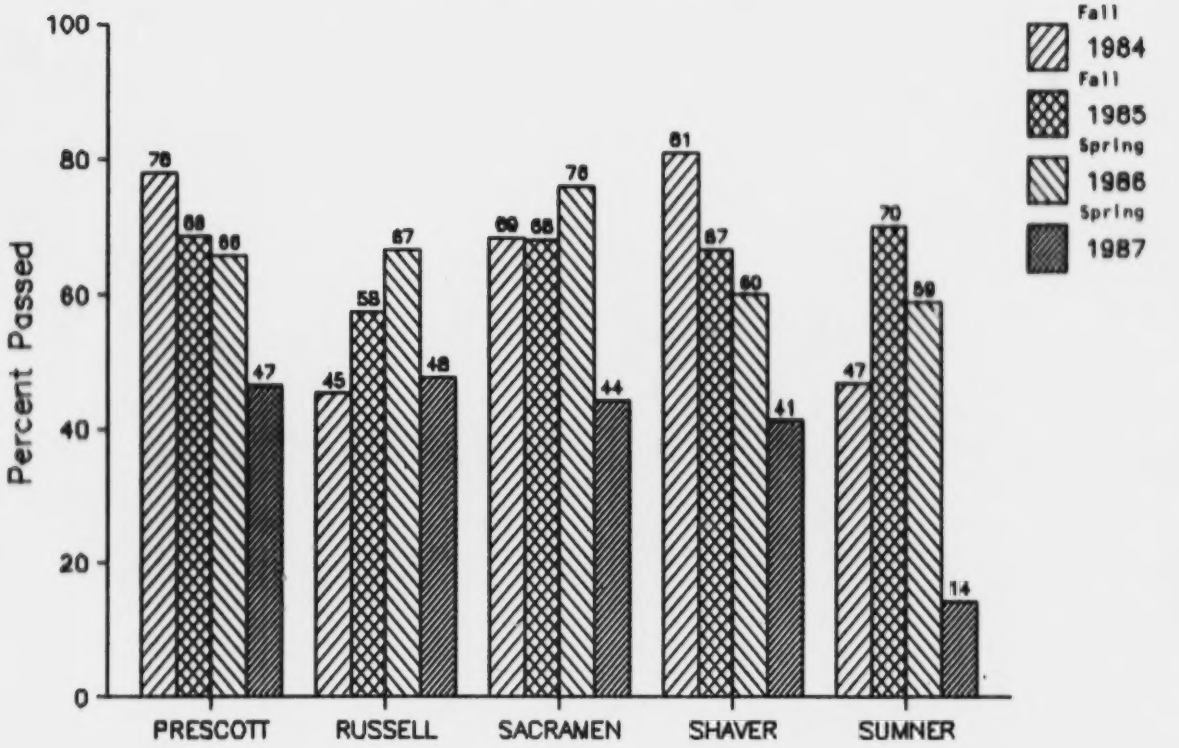
Mathematics, Grades 7 and 8



*Spring test data not available

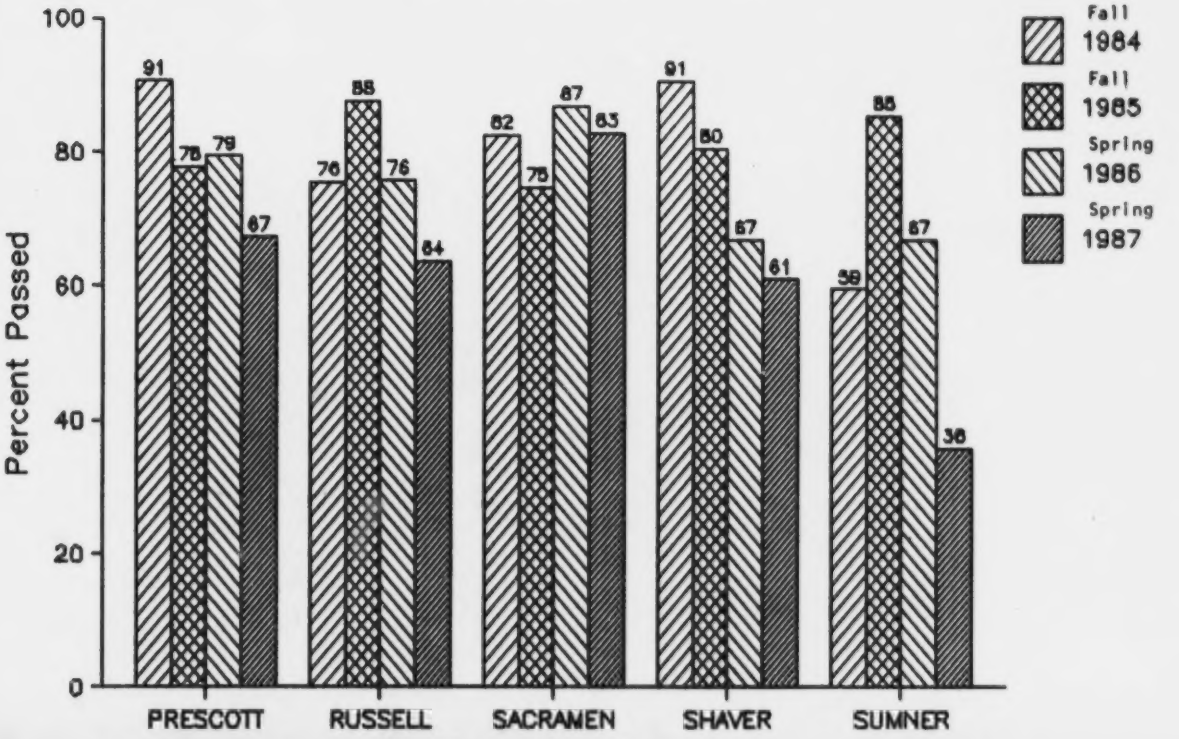
GOAL–BASED READING ACHIEVEMENT

All Goals, 3rd Grade



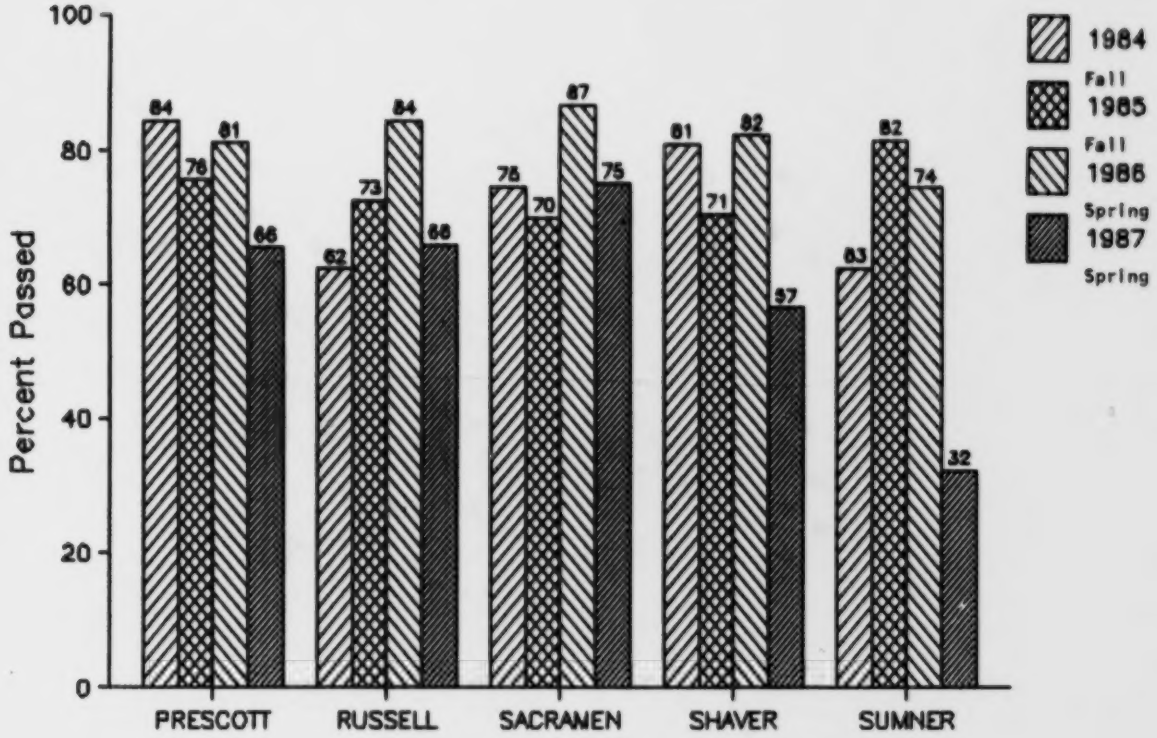
GOAL–BASED READING ACHIEVEMENT, 1987

Word Analysis, 3rd Grade



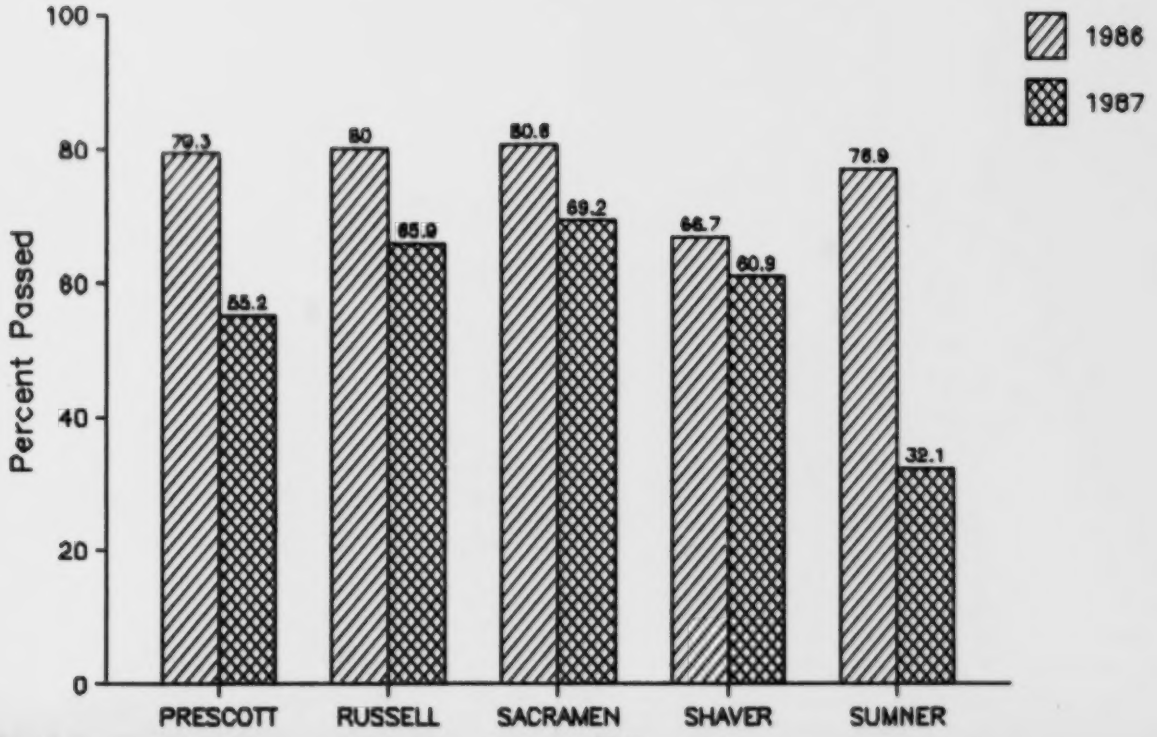
GOAL–BASED READING ACHIEVEMENT, 1987

Vocabulary, 3rd Grade



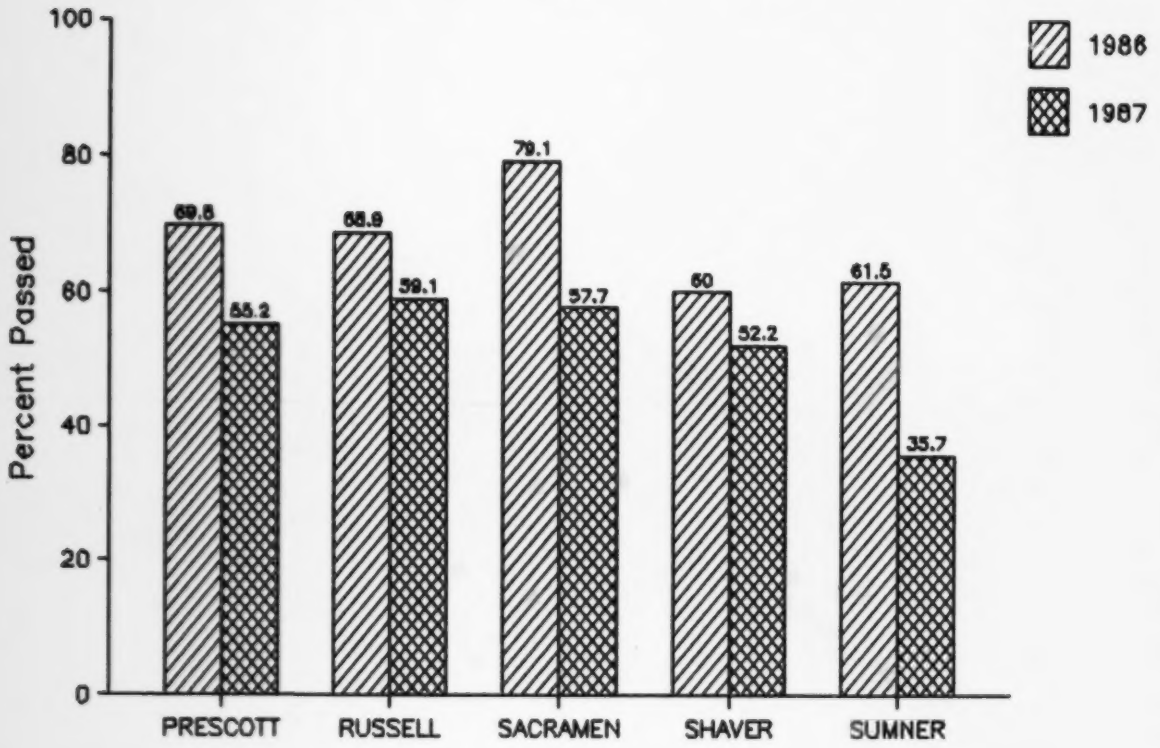
GOAL–BASED READING ACHIEVEMENT

Literal Comprehension, 3rd Grade



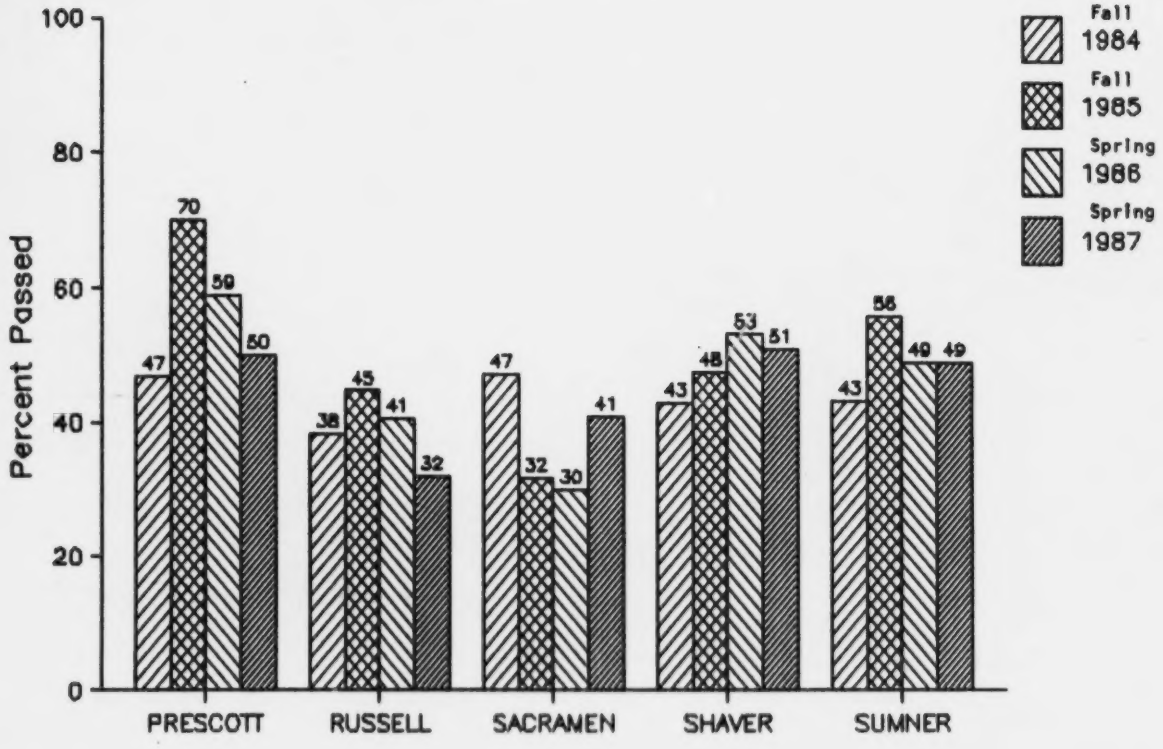
GOAL–BASED READING ACHIEVEMENT

Interpretive Comprehension, 3rd Grade



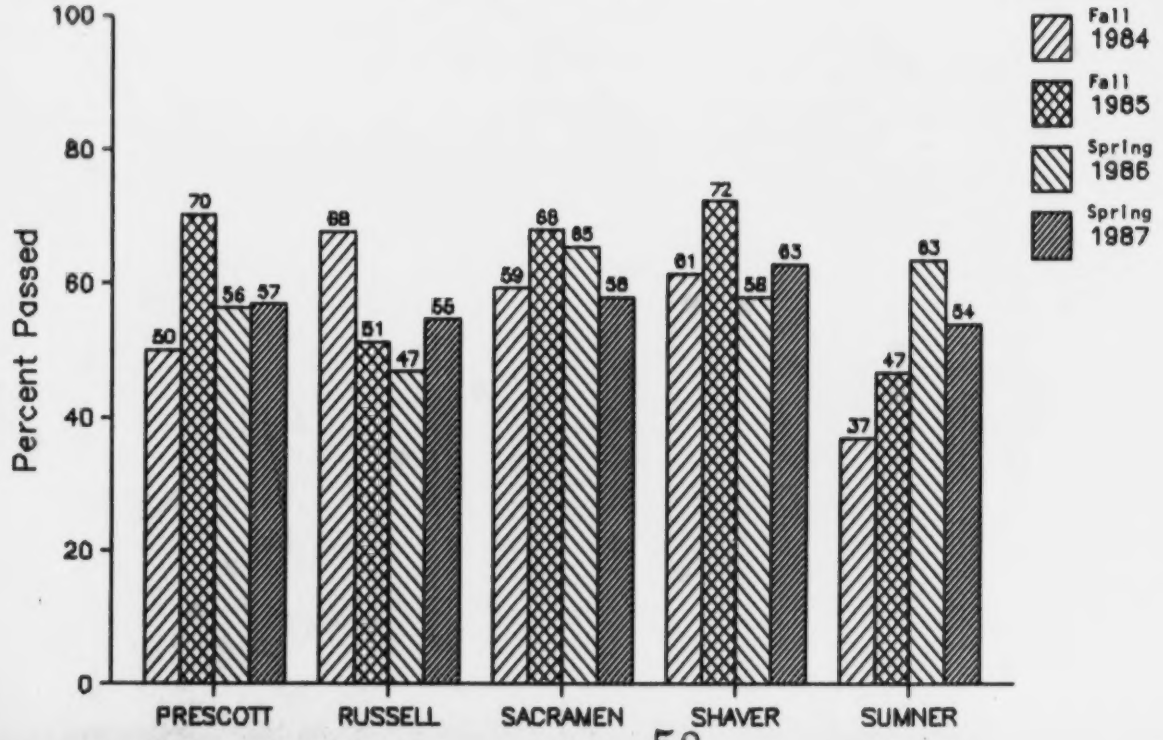
GOAL-BASED READING ACHIEVEMENT

All Goals, 5th Grade



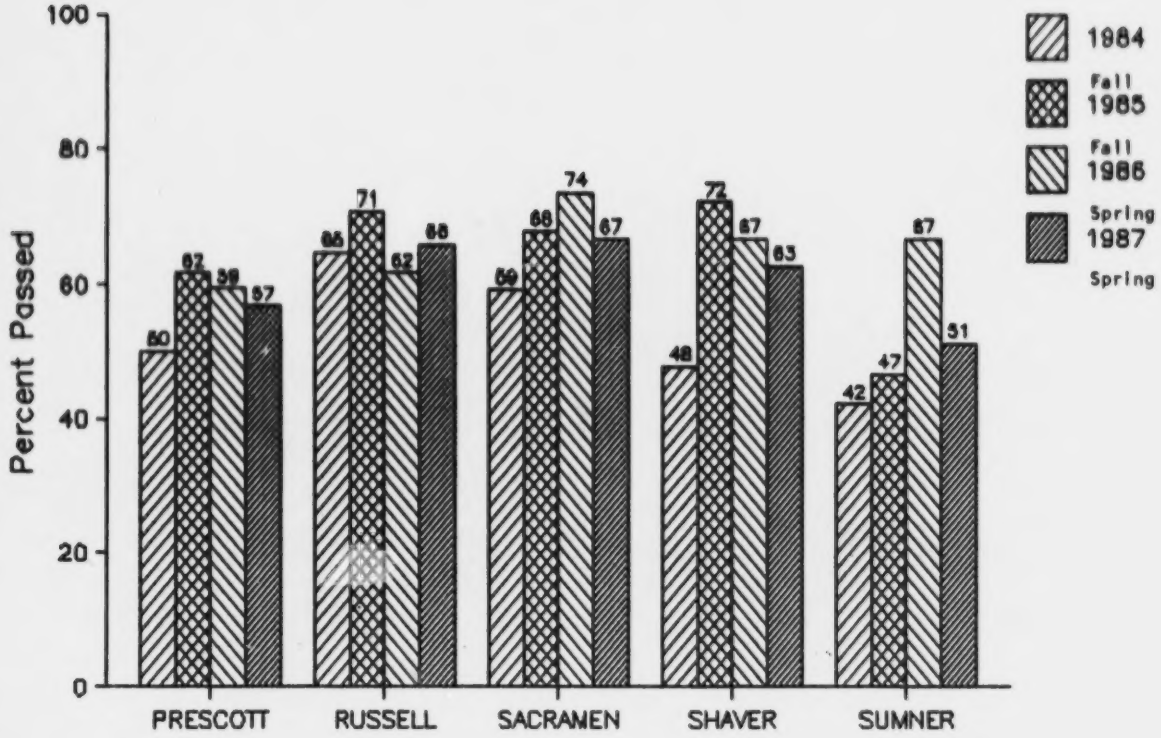
GOAL-BASED READING ACHIEVEMENT

Word Analysis, 5th Grade



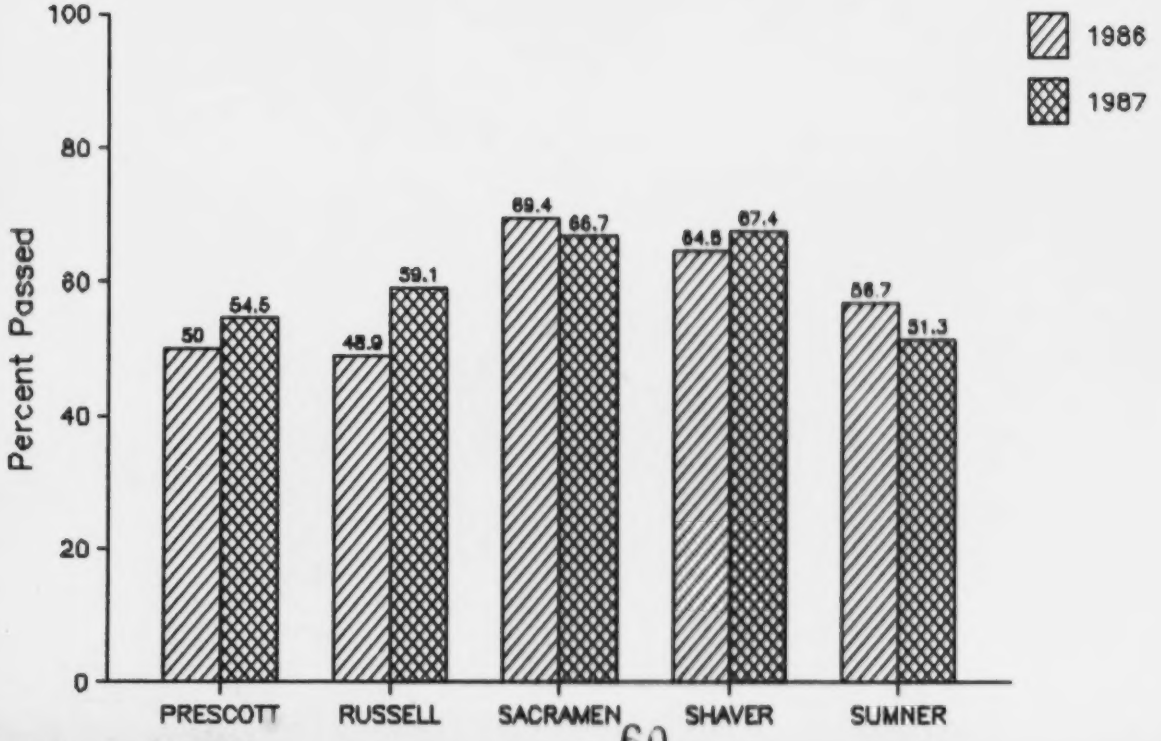
GOAL-BASED READING ACHIEVEMENT

Vocabulary, 5th Grade



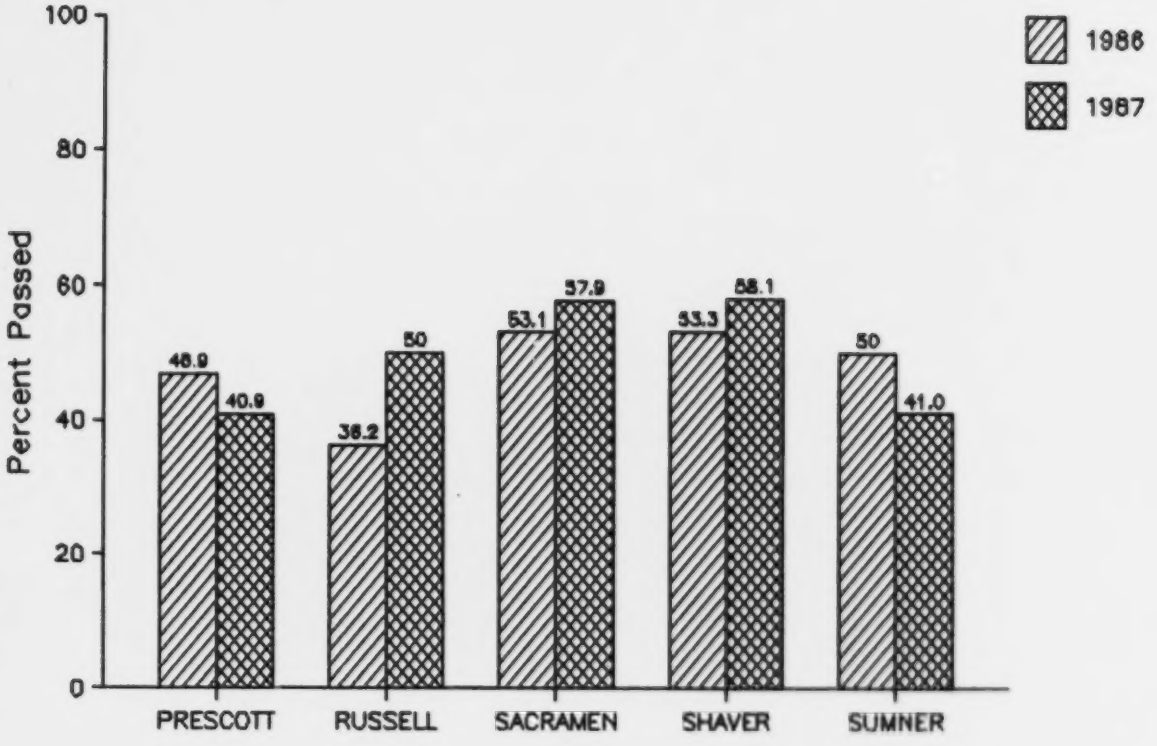
GOAL-BASED READING ACHIEVEMENT

Literal Comprehension, 5th Grade



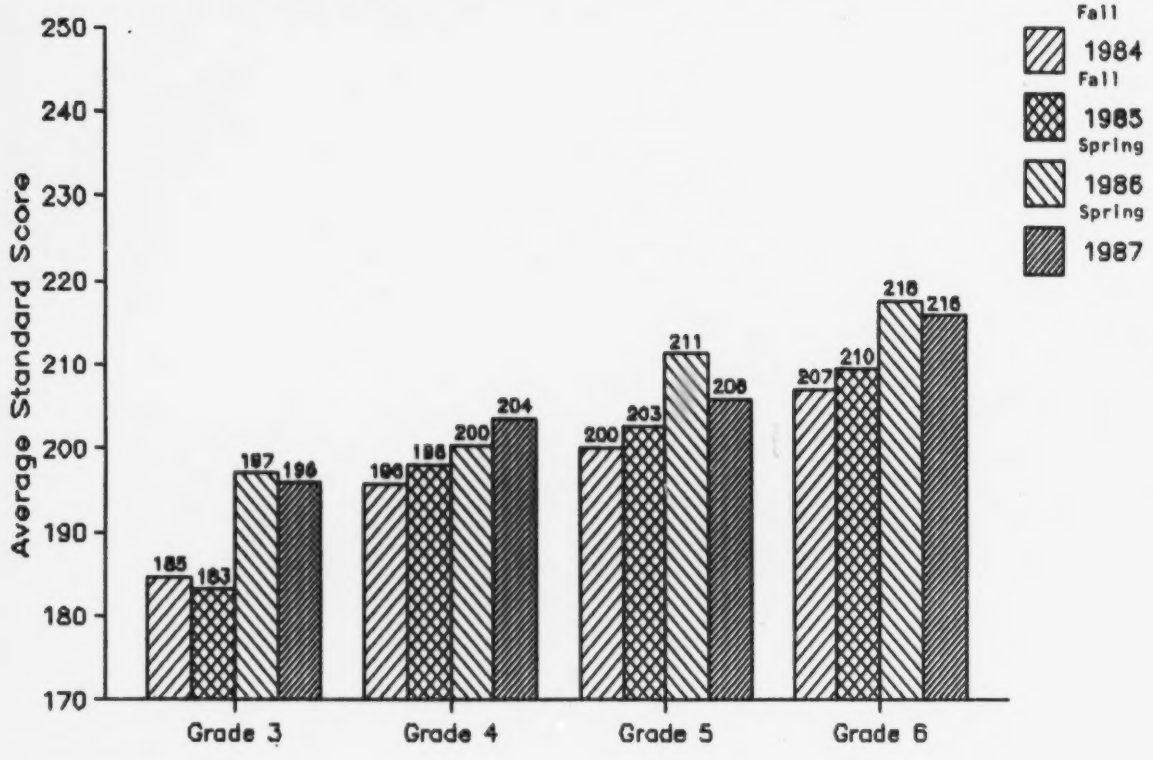
GOAL–BASED READING ACHIEVEMENT

Interpretive Comprehension, 5th Grade



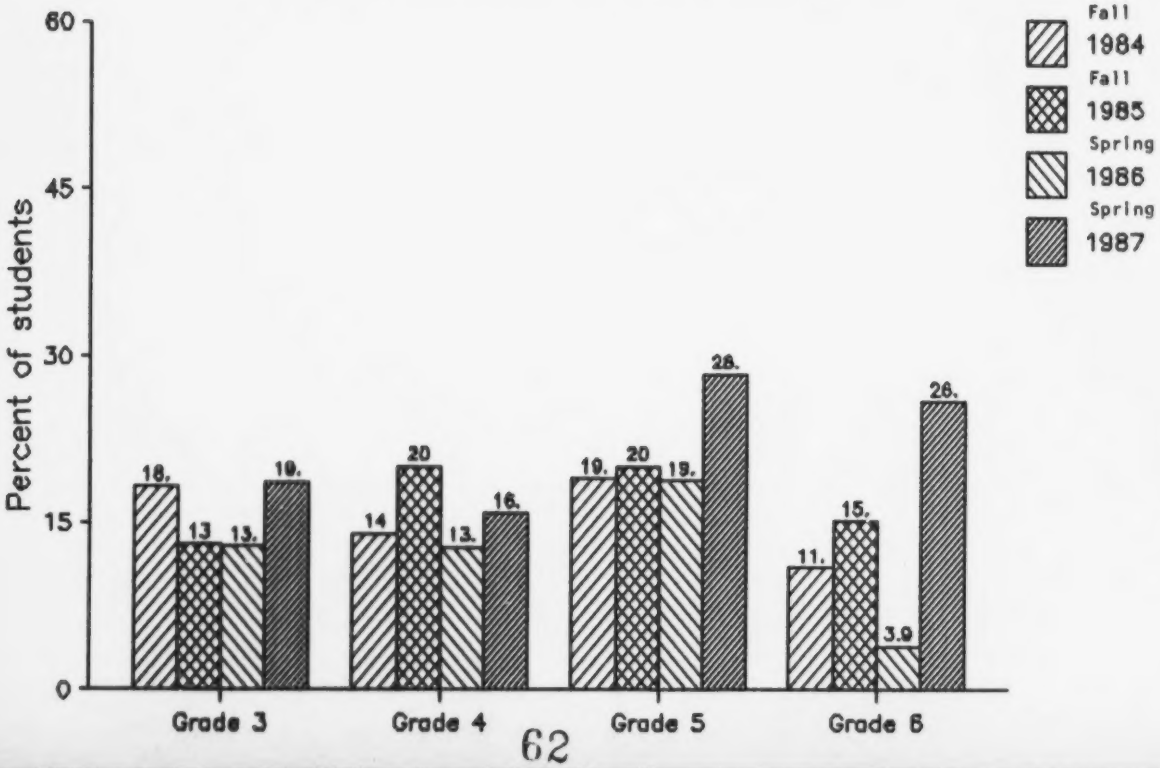
LEVELS ACHIEVEMENT, 1987 REPORT

Reading, Prescott: Grades 3 through 6



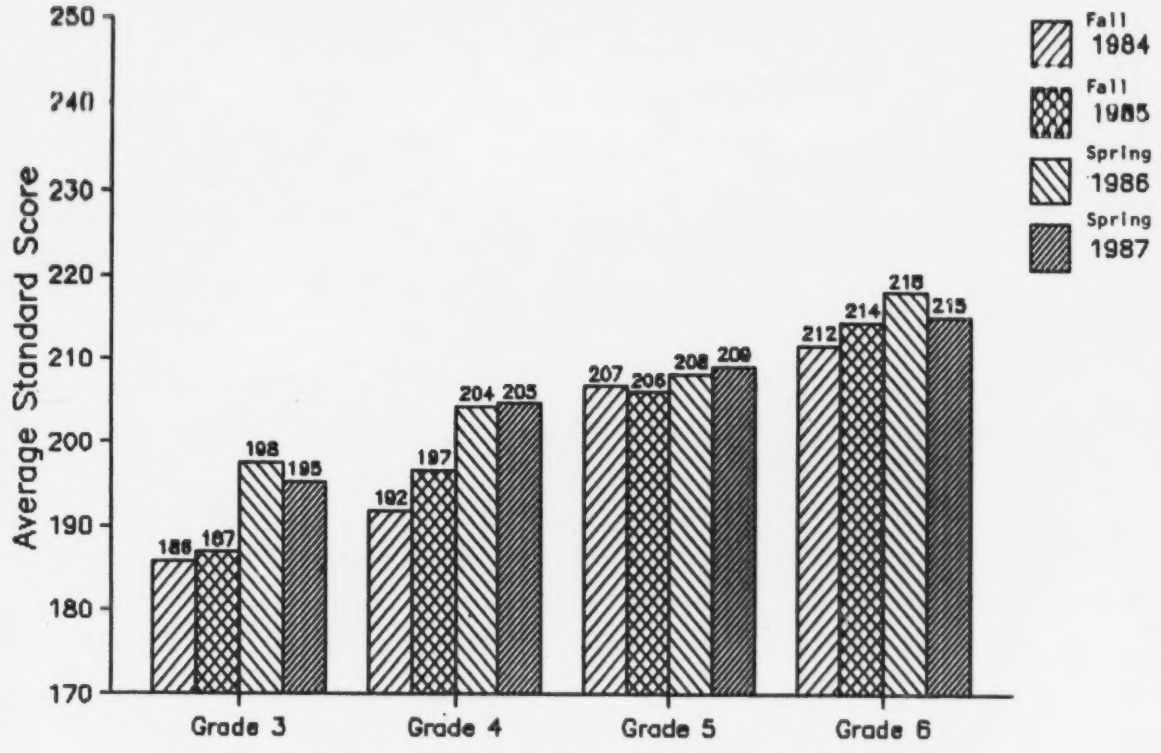
LEVELS ACHIEVEMENT BELOW AVERAGE

Reading, Prescott: Grades 3 through 6



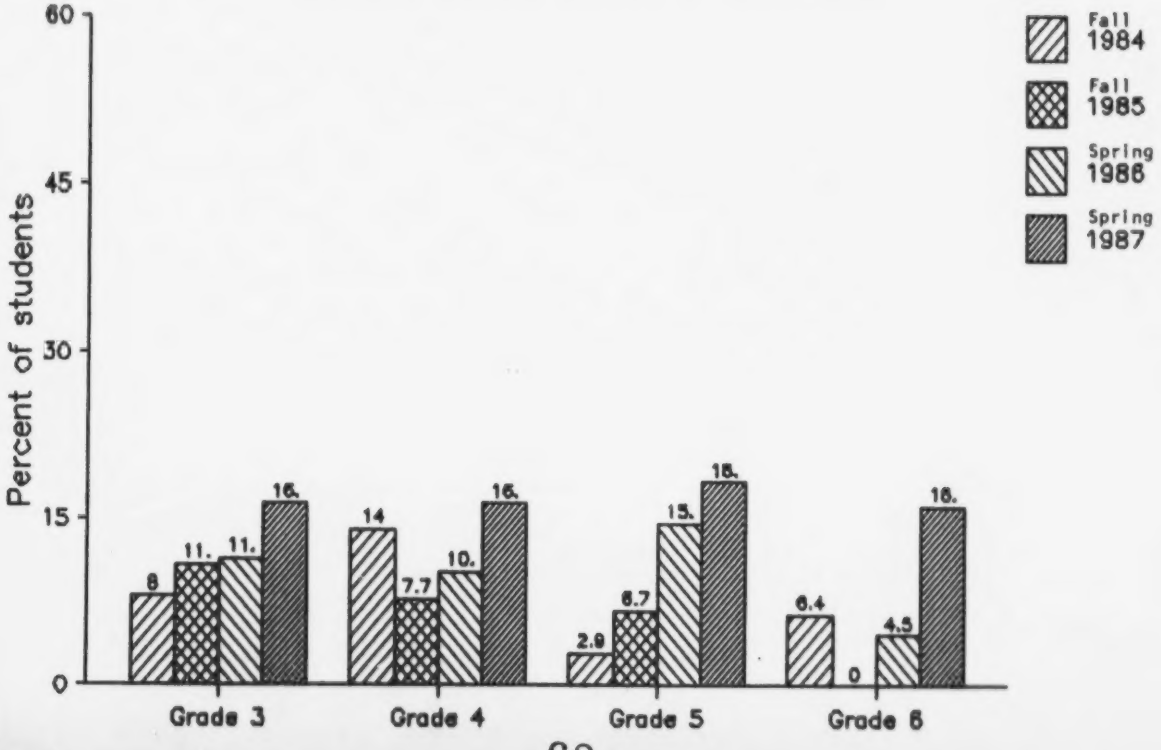
LEVELS ACHIEVEMENT, 1987 REPORT

Reading, Russell: Grades 3 through 6



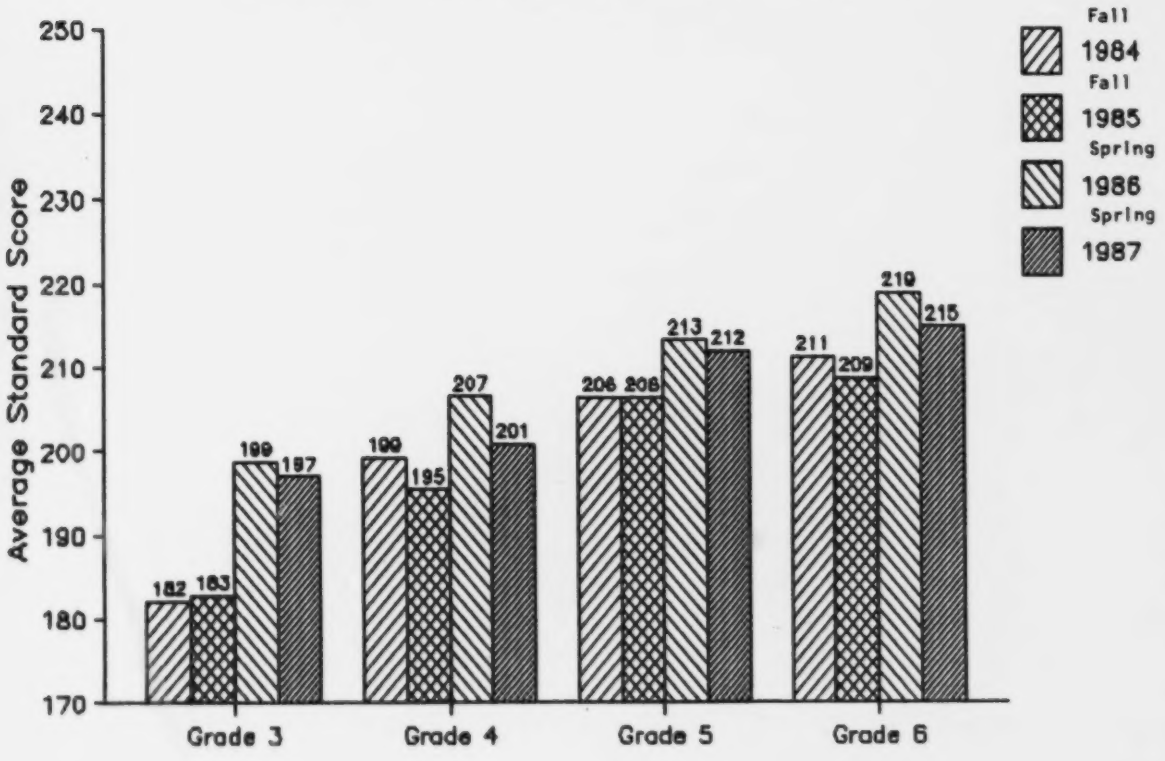
LEVELS ACHIEVEMENT BELOW AVERAGE

Reading, Russell: Grades 3 through 6



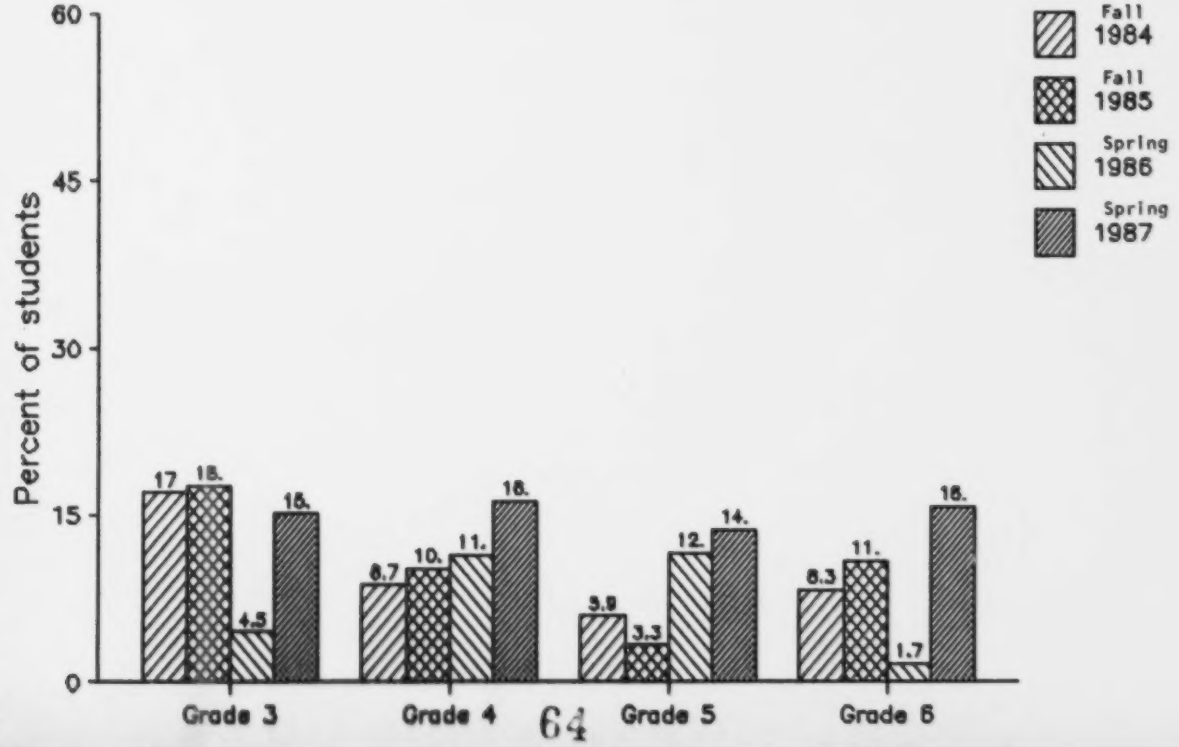
LEVELS ACHIEVEMENT, 1987 REPORT

Reading, Sacramento: Grades 3 through 6



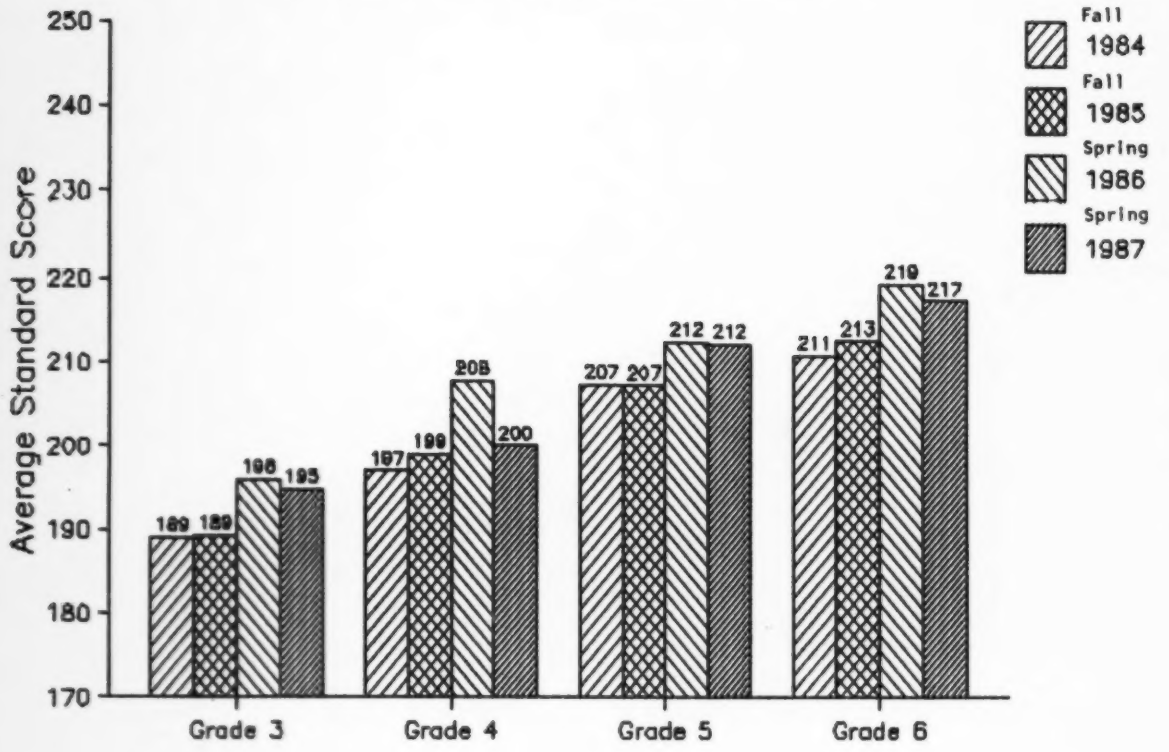
LEVELS ACHIEVEMENT BELOW AVERAGE

Reading, Sacramento: Grades 3 through 6



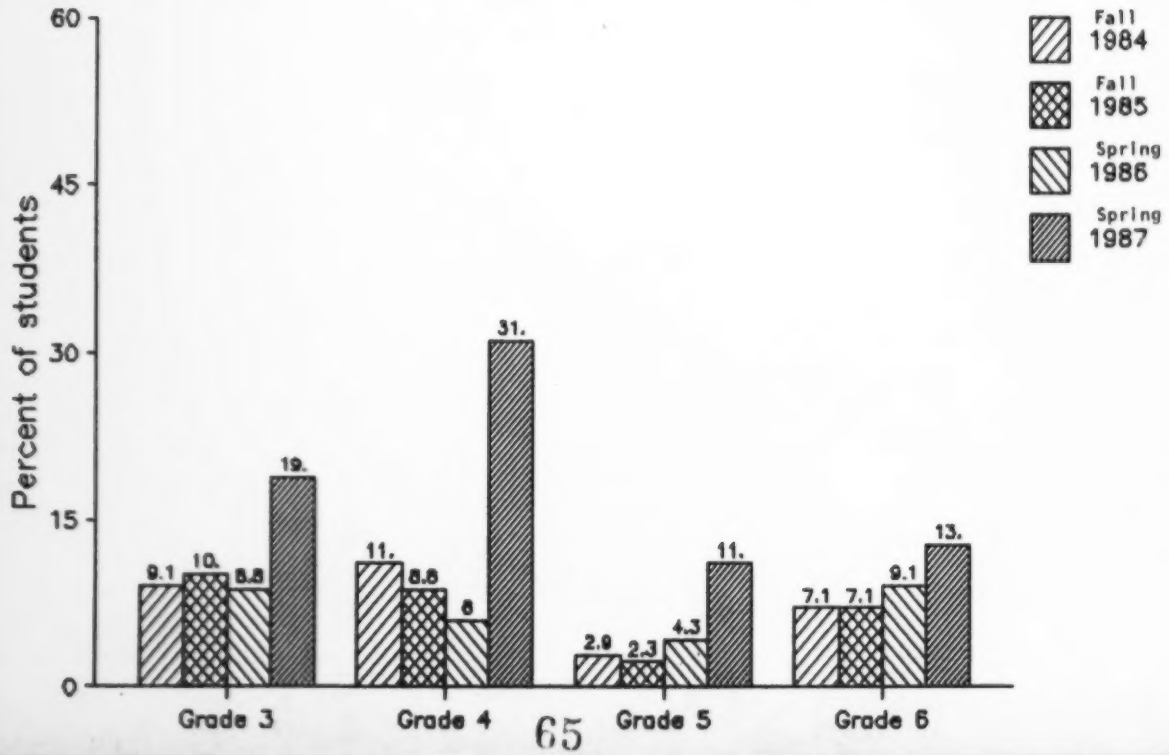
LEVELS ACHIEVEMENT, 1987 REPORT

Reading, Shaver: Grades 3 through 6



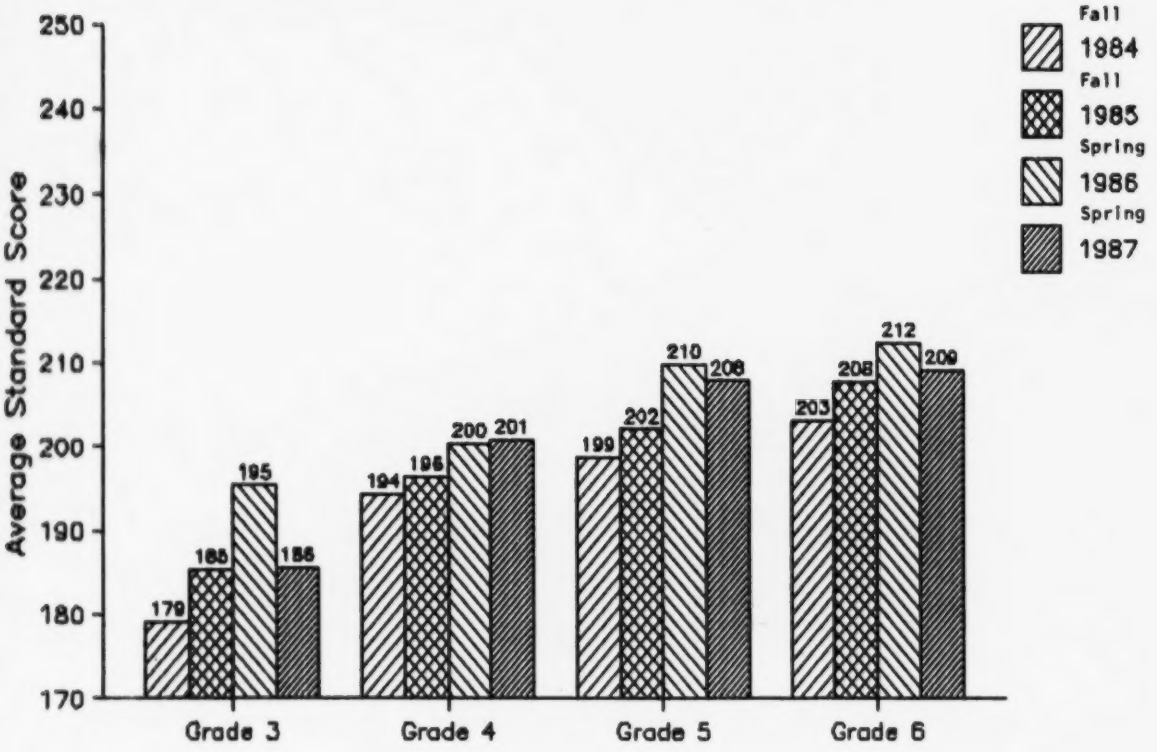
LEVELS ACHIEVEMENT BELOW AVERAGE

Reading, Shaver: Grades 3 through 6



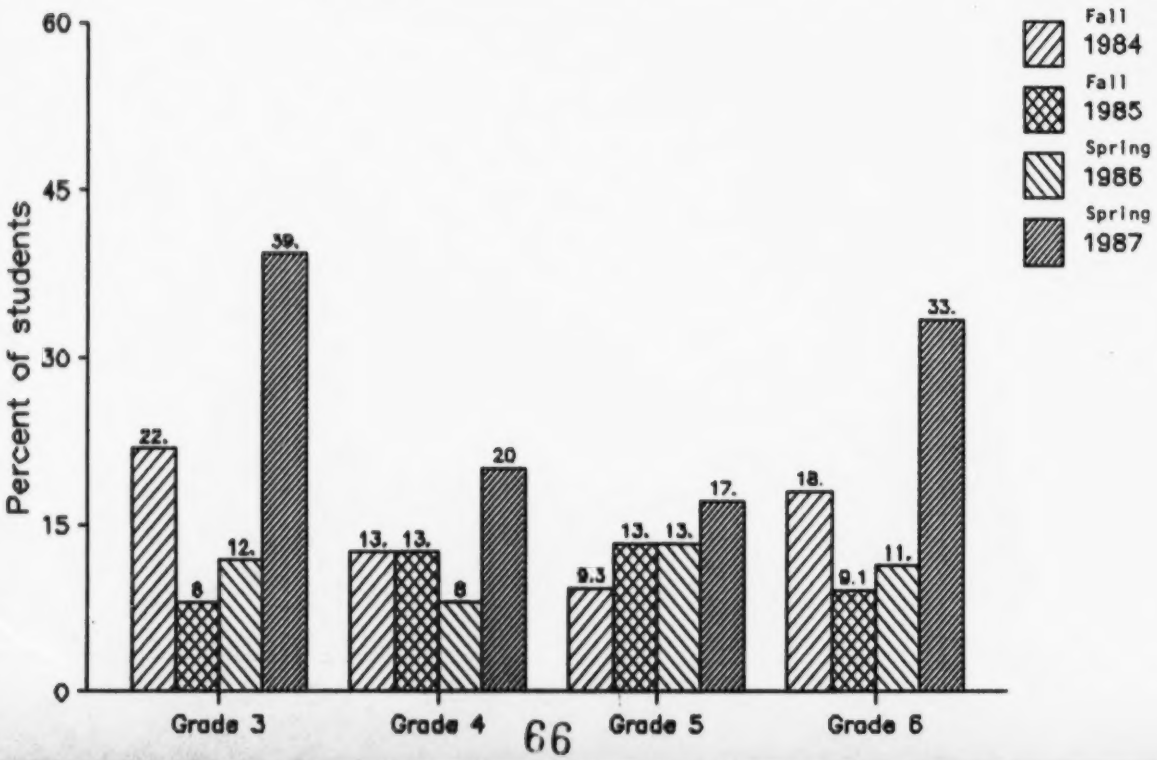
LEVELS ACHIEVEMENT, 1987 REPORT

Reading, Sumner: Grades 3 through 6



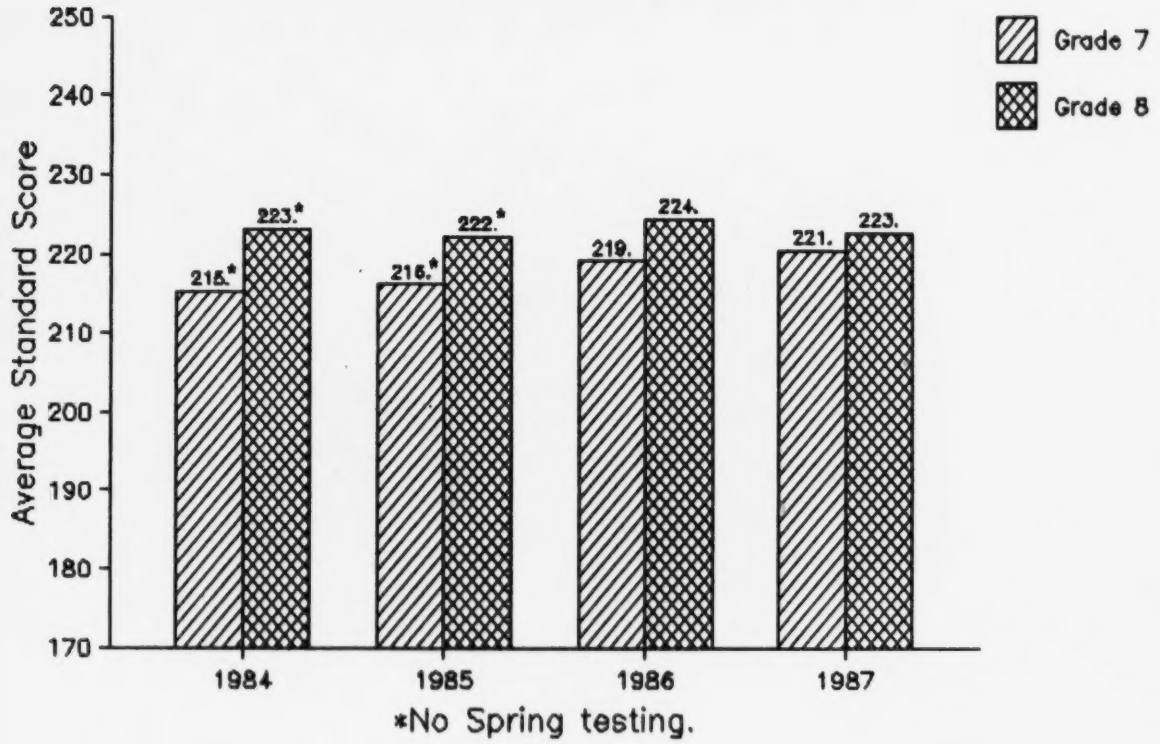
LEVELS ACHIEVEMENT BELOW AVERAGE

Reading, Sumner: Grades 3 through 6



LEVELS ACHIEVEMENT, 1987 REPORT

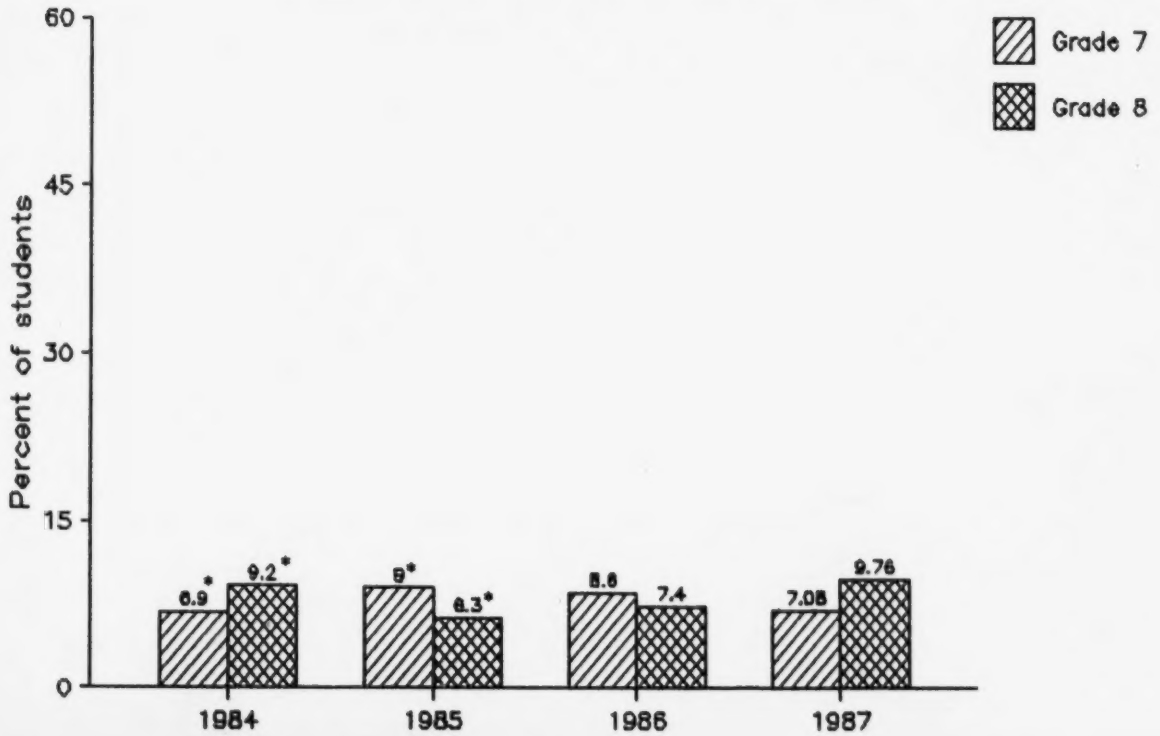
Reading, Middle School: Grades 7 and 8



*No Spring testing.

LEVELS ACHIEVEMENT BELOW AVERAGE, 1987

Reading, Middle School: Grades 7 and 8



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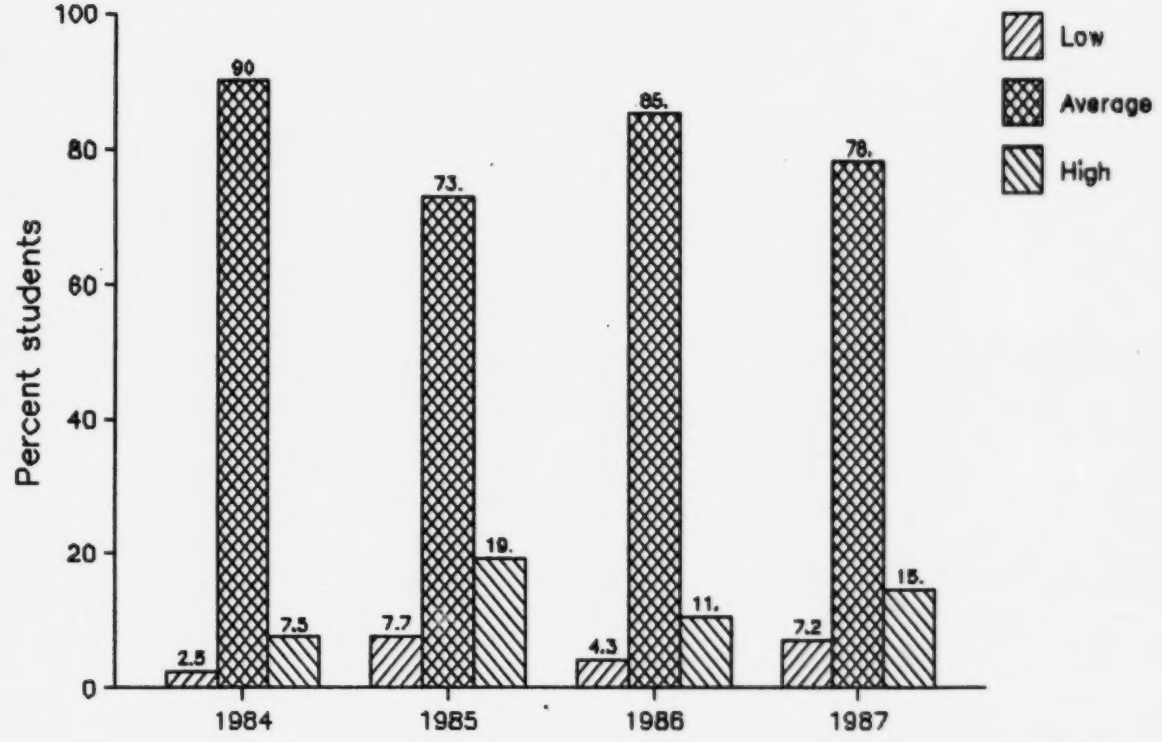
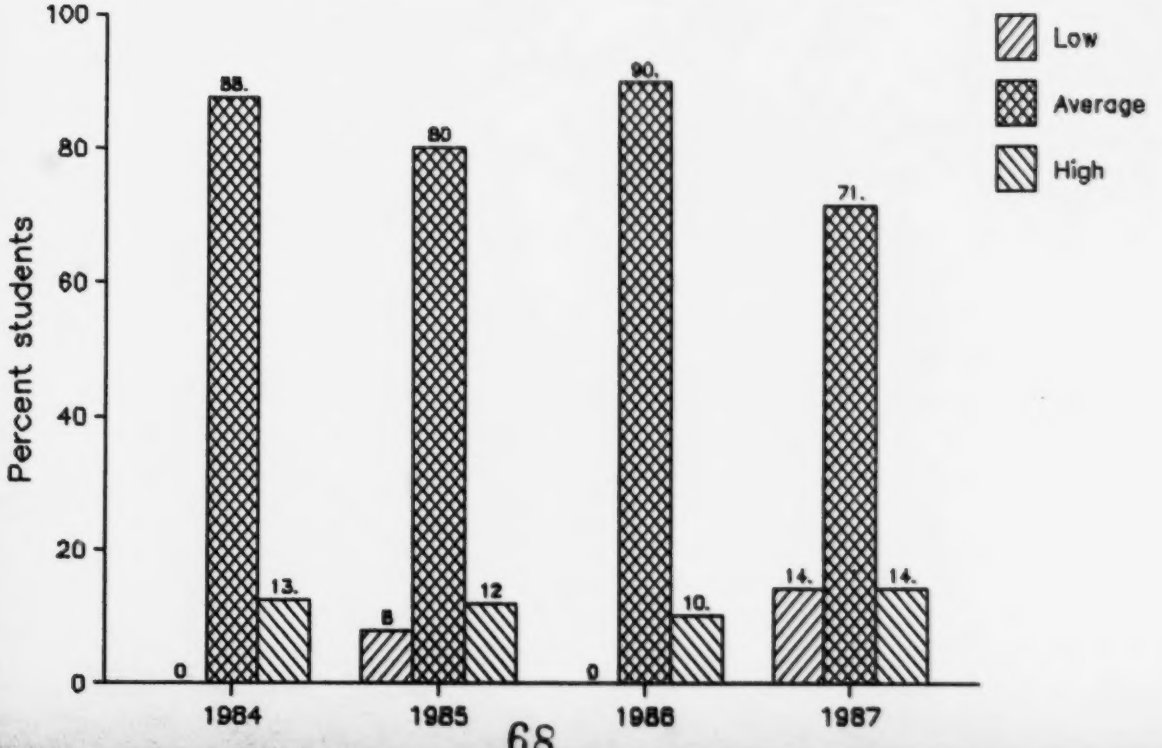
WRITING SKILLS ASSESSMENT

Prescott, Grade 4: Paragraph writing



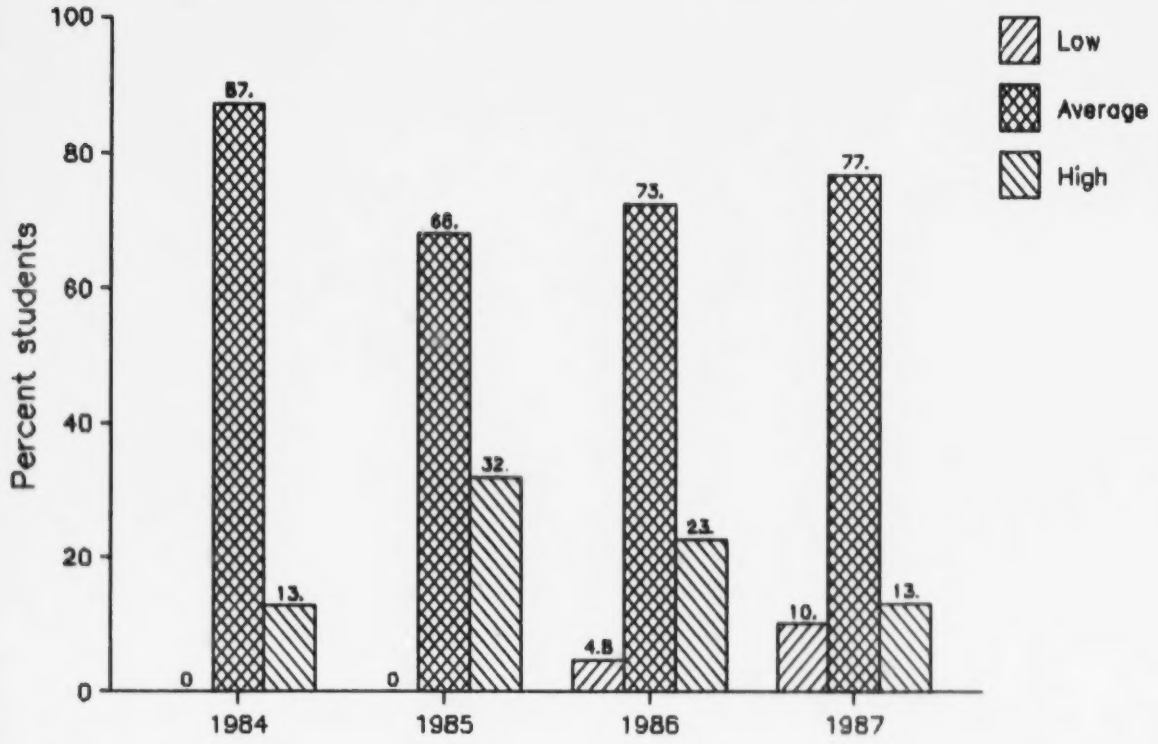
WRITING SKILLS ASSESSMENT

Russell, Grade 4: Paragraph writing



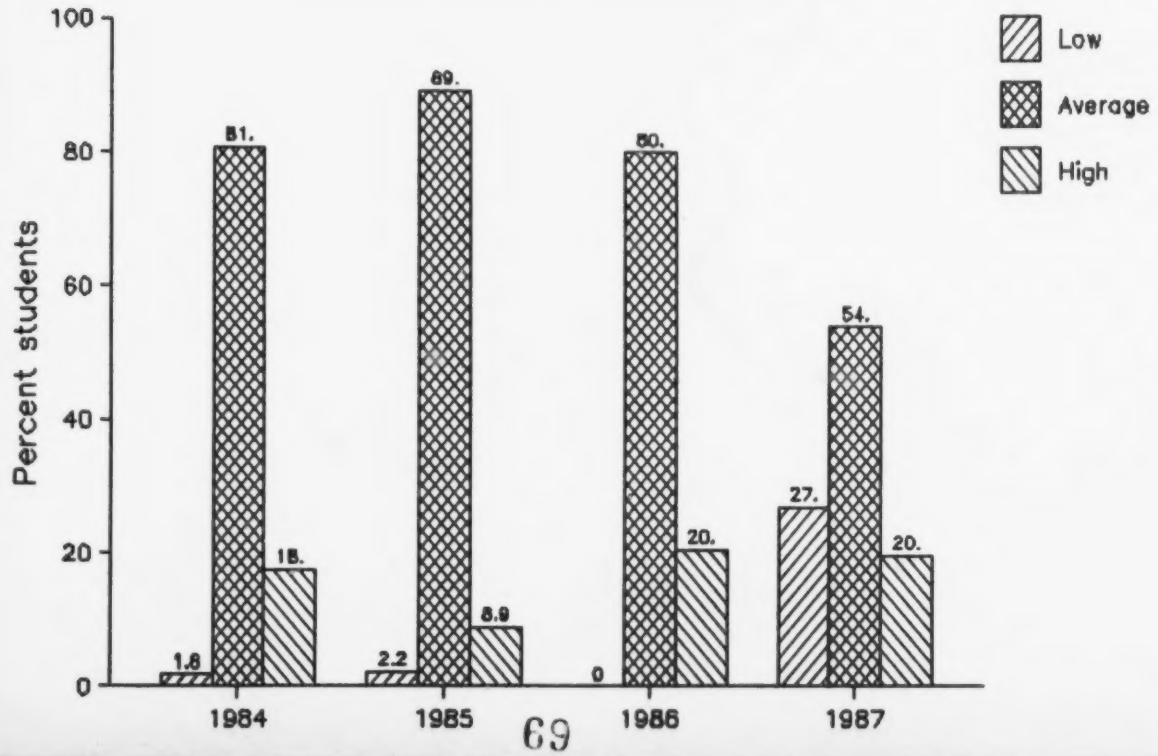
WRITING SKILLS ASSESSMENT

Sacramento, Grade 4: Paragraph writing



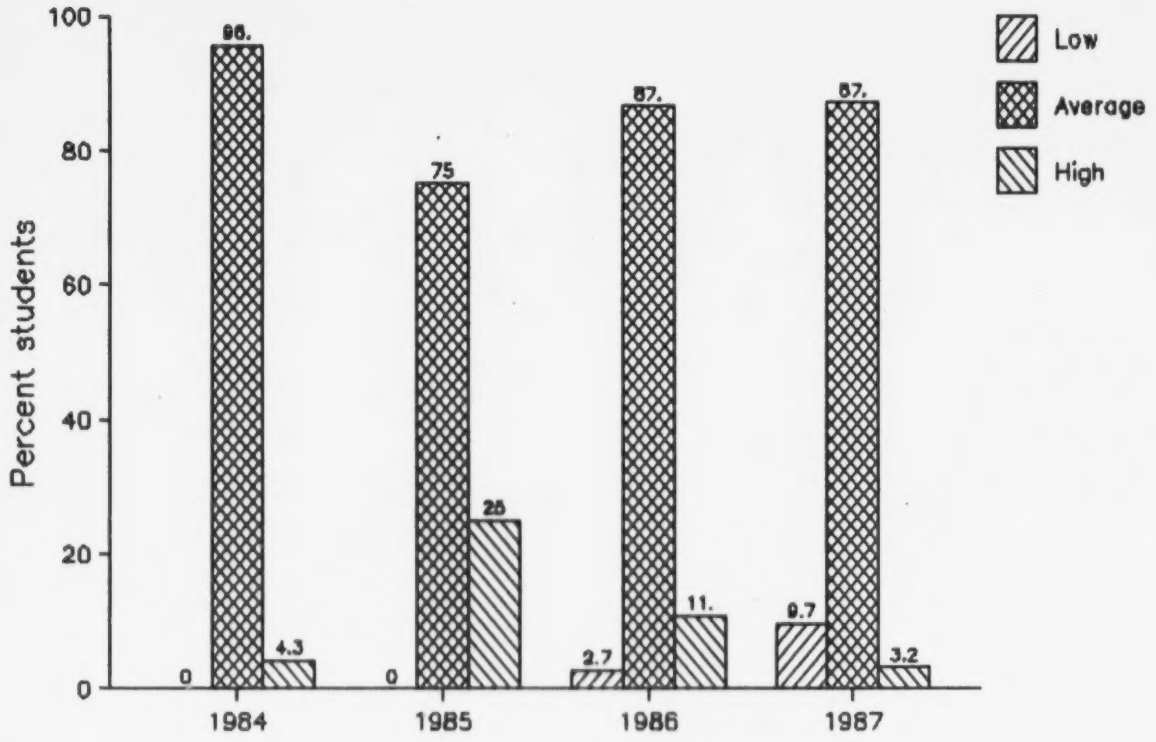
WRITING SKILLS ASSESSMENT

Shaver, Grade 4: Paragraph writing



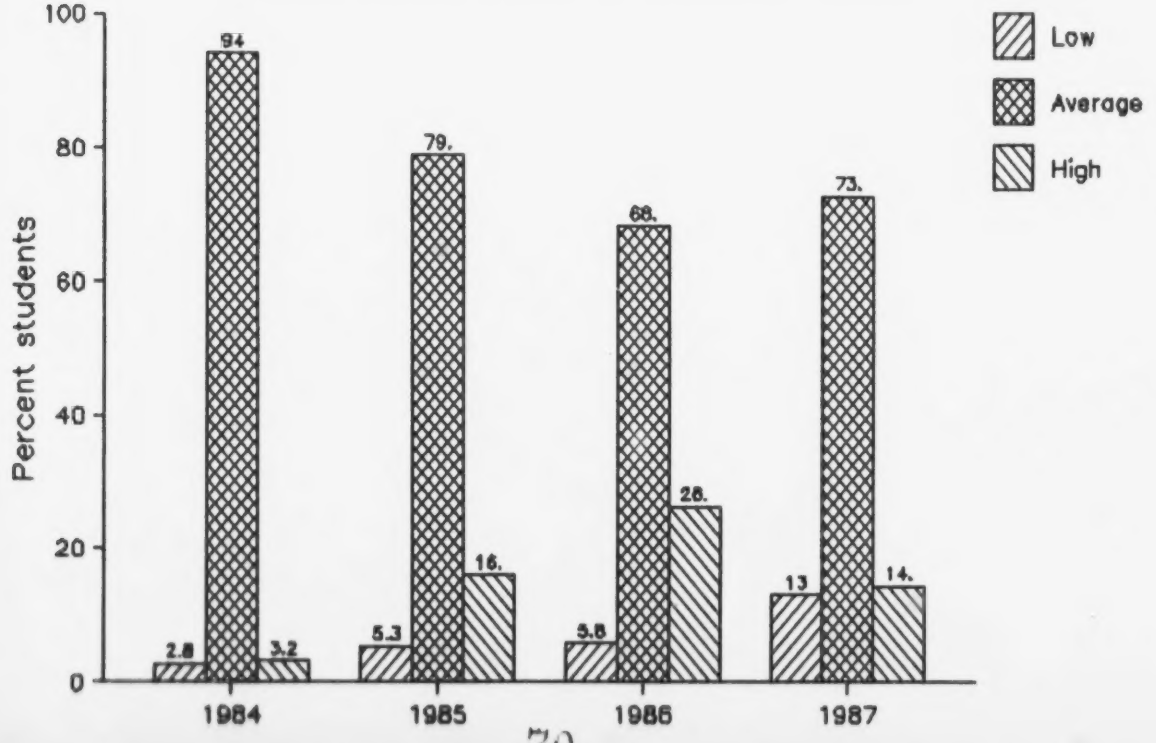
WRITING SKILLS ASSESSMENT

Sumner, Grade 4: Paragraph writing



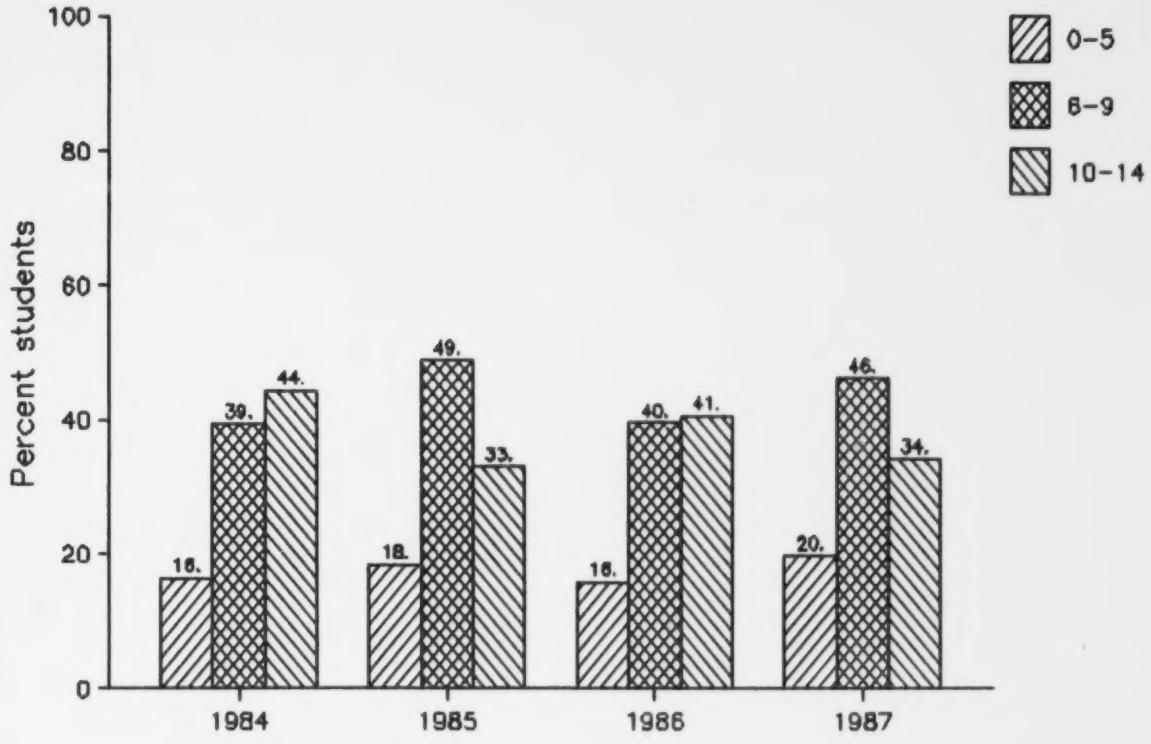
WRITING SKILLS ASSESSMENT

Middle School, Grade 7: Paragraph writing



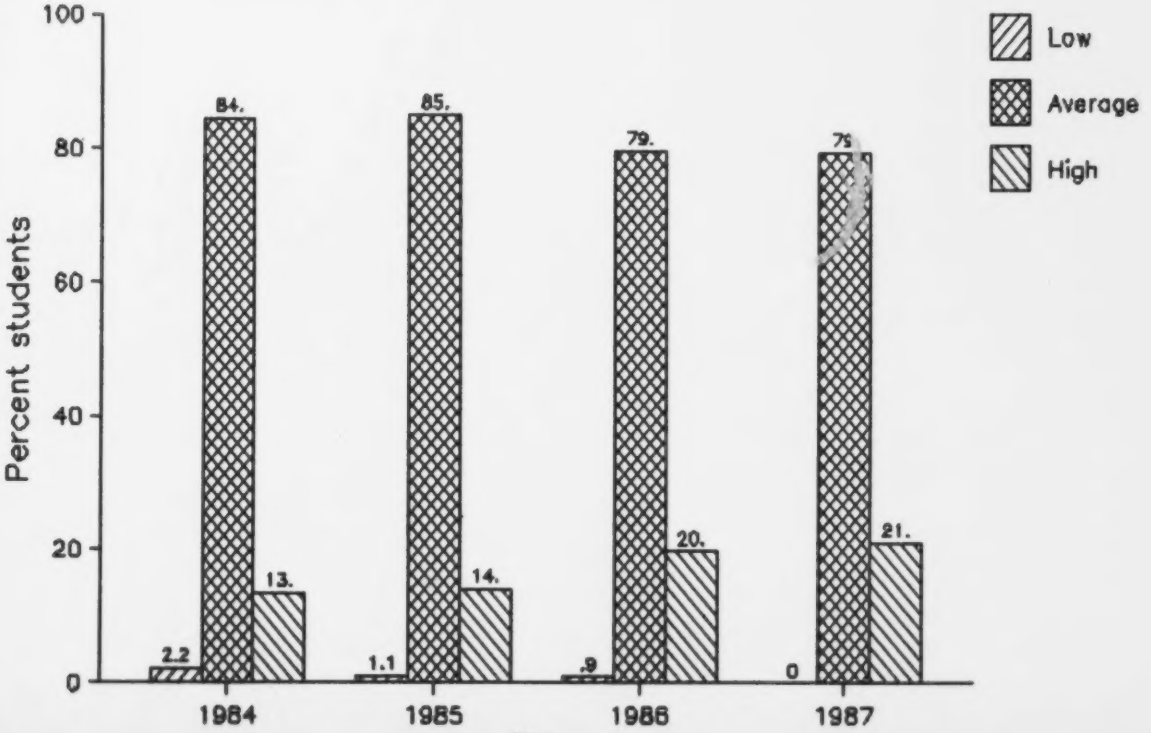
WRITING SKILLS ASSESSMENT

Middle School, Grade 7: Proofreading(14 Errors Possible)



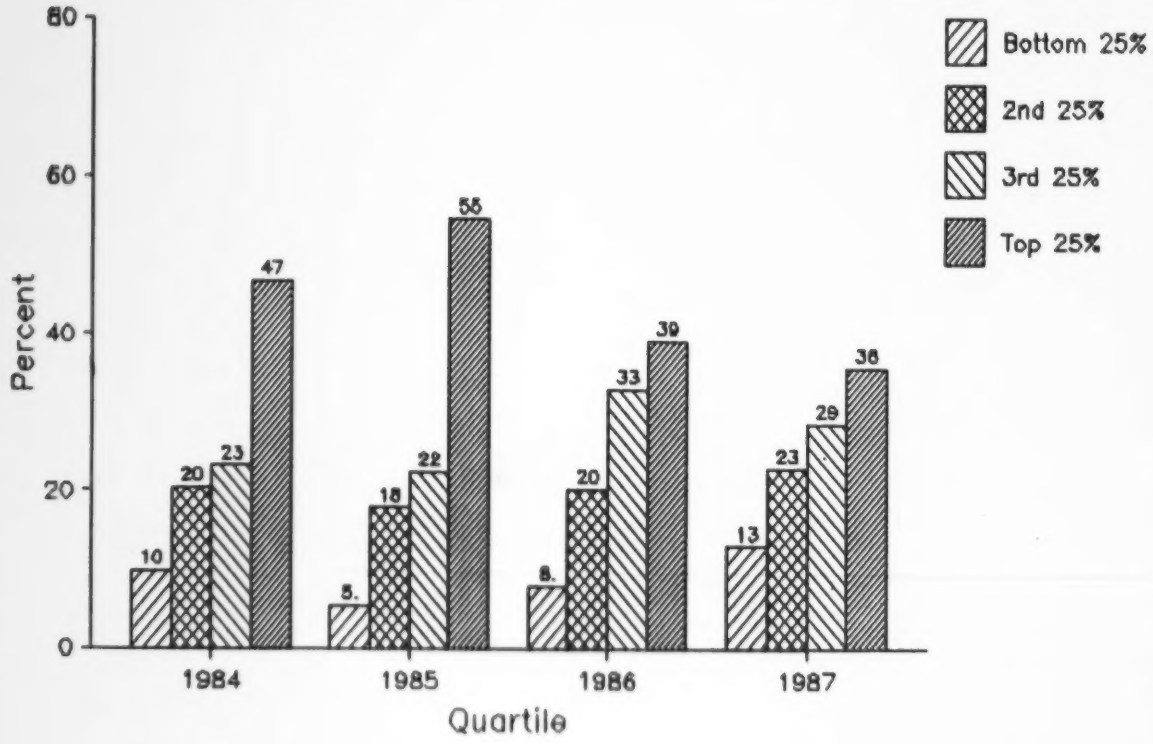
WRITING SKILLS ASSESSMENT

High School, Grade 11: Composition writing



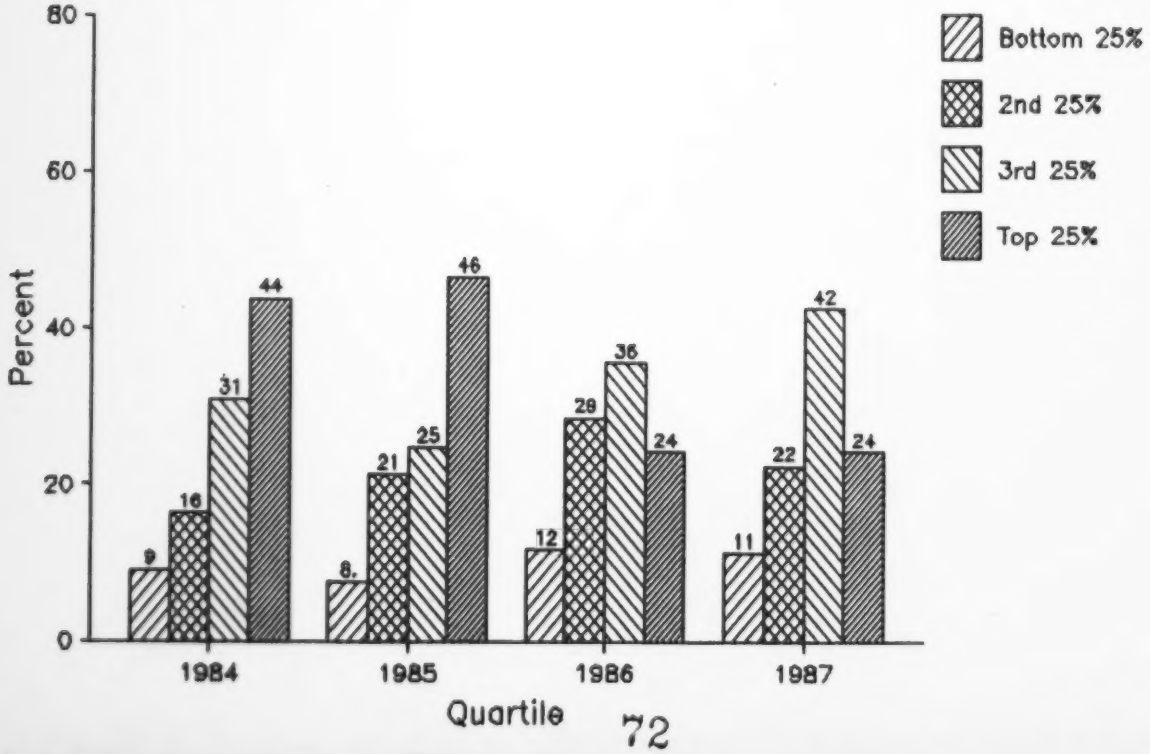
STANDARDIZED MATHEMATICS ACHIEVEMENT (CAT)

Percent of Ninth Graders in National Quartiles



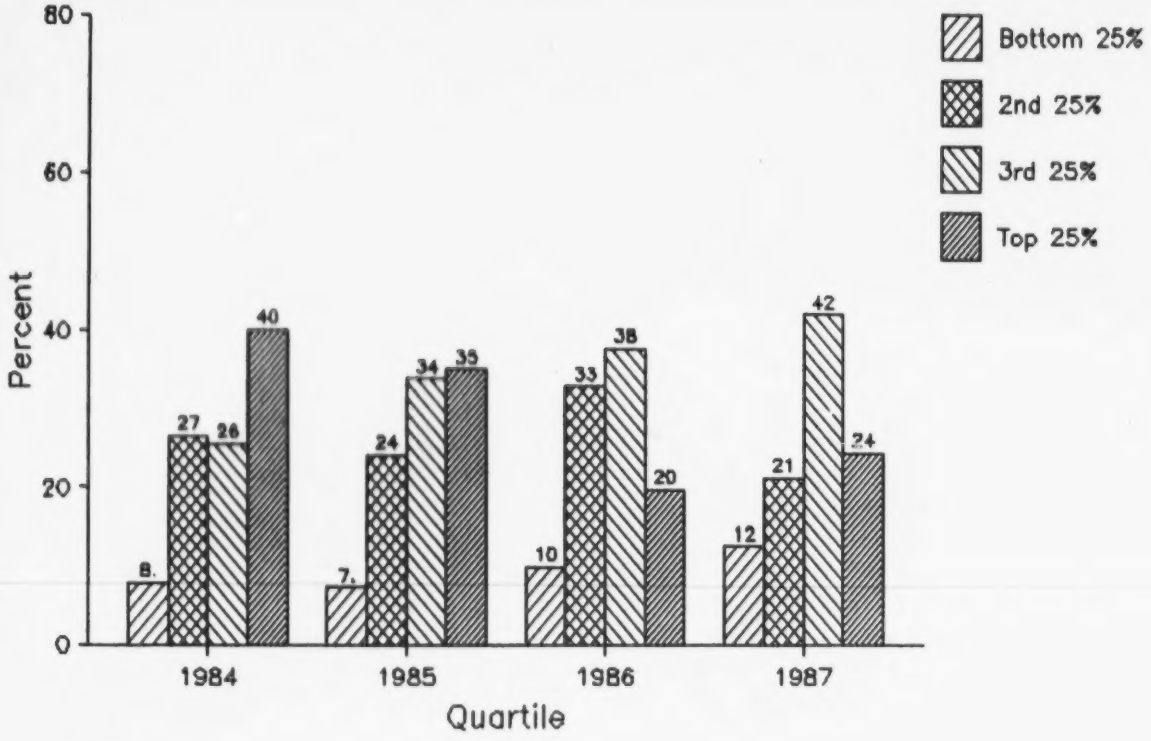
STANDARDIZED READING ACHIEVEMENT (CAT)

Percent of Ninth Graders in National Quartiles



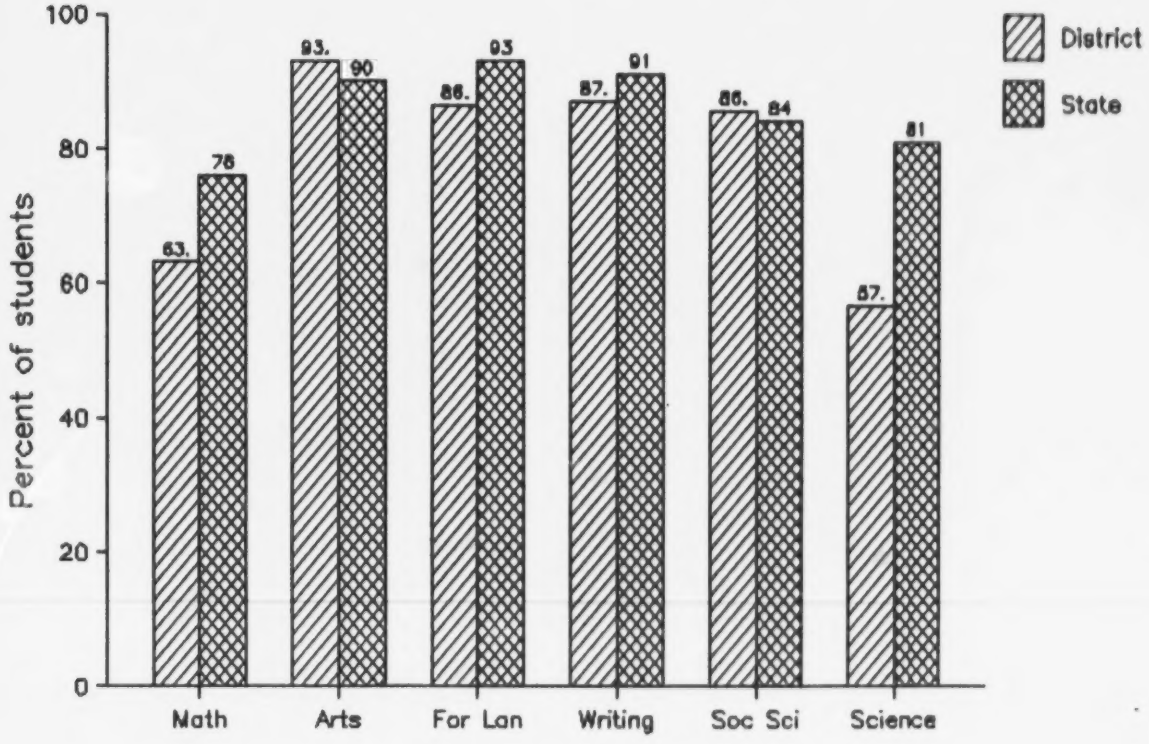
STANDARDIZED LANG. ARTS ACHIEVEMENT (CAT)

Percent of Ninth Graders in National Quartiles



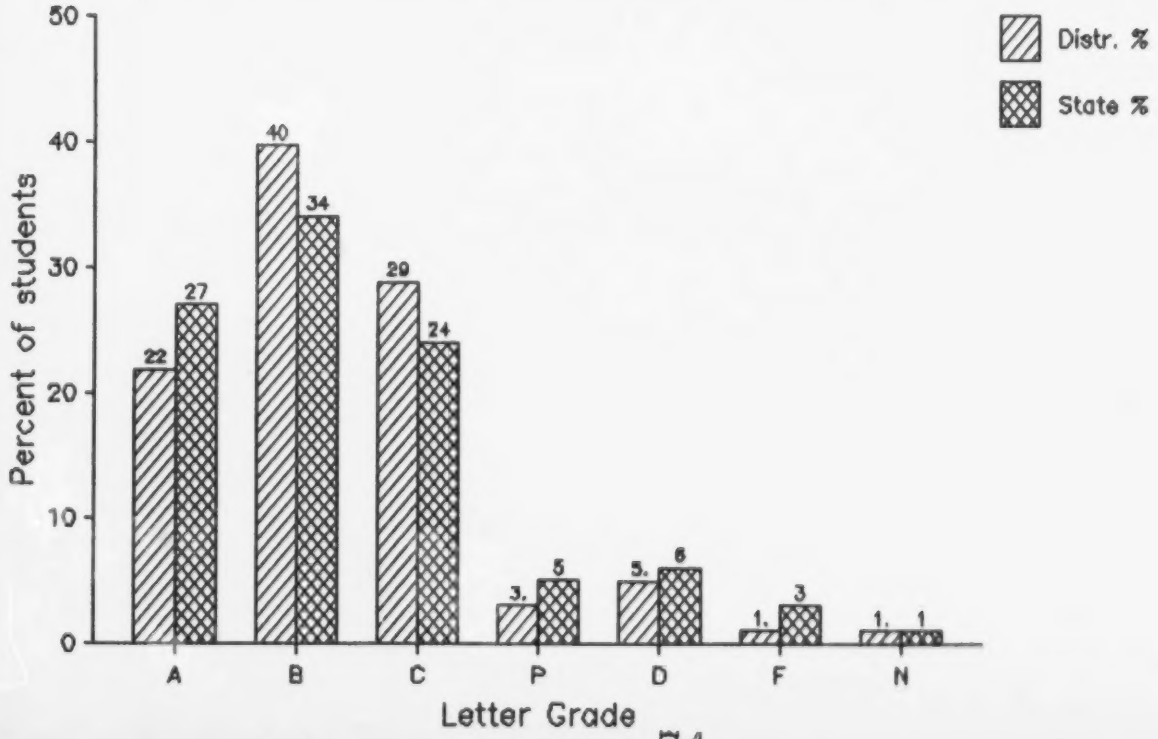
FRESHMAN COLLEGE GRADE COMPARISONS

All Courses: Grades of A, B, C, & P Combined



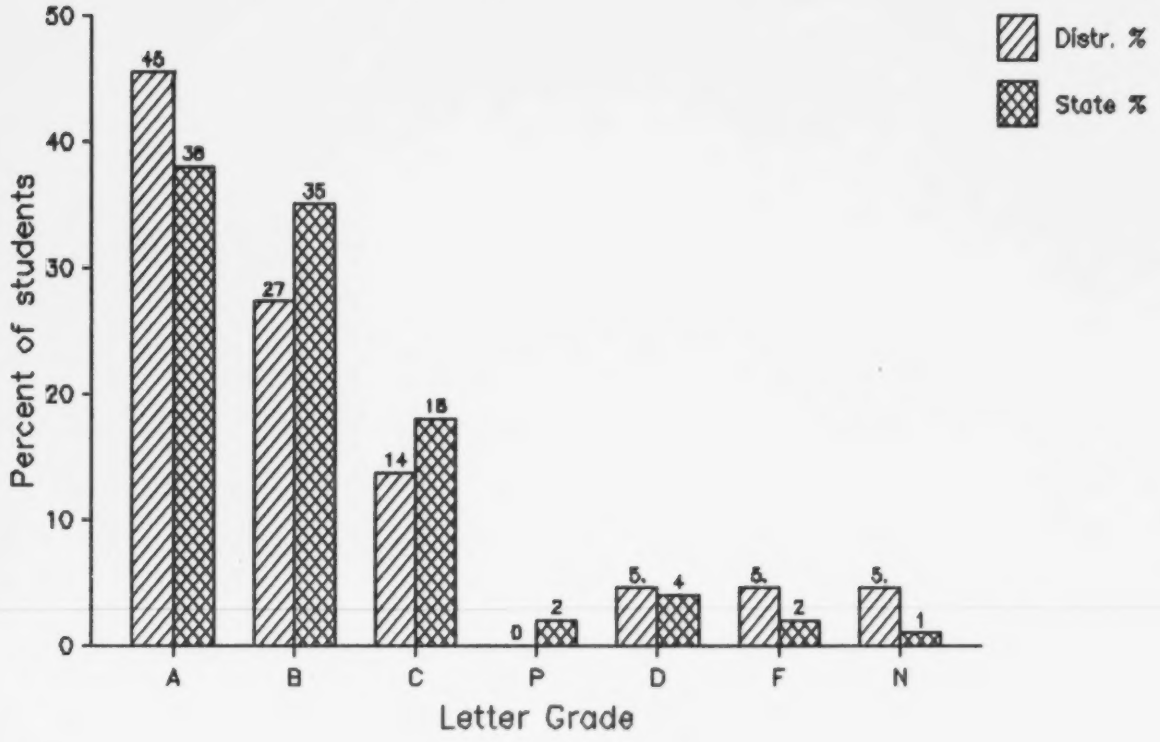
FRESHMAN COLLEGE GRADE COMPARISONS

Oregon vs. 1985 Graduates: Arts & Letters (N=101)



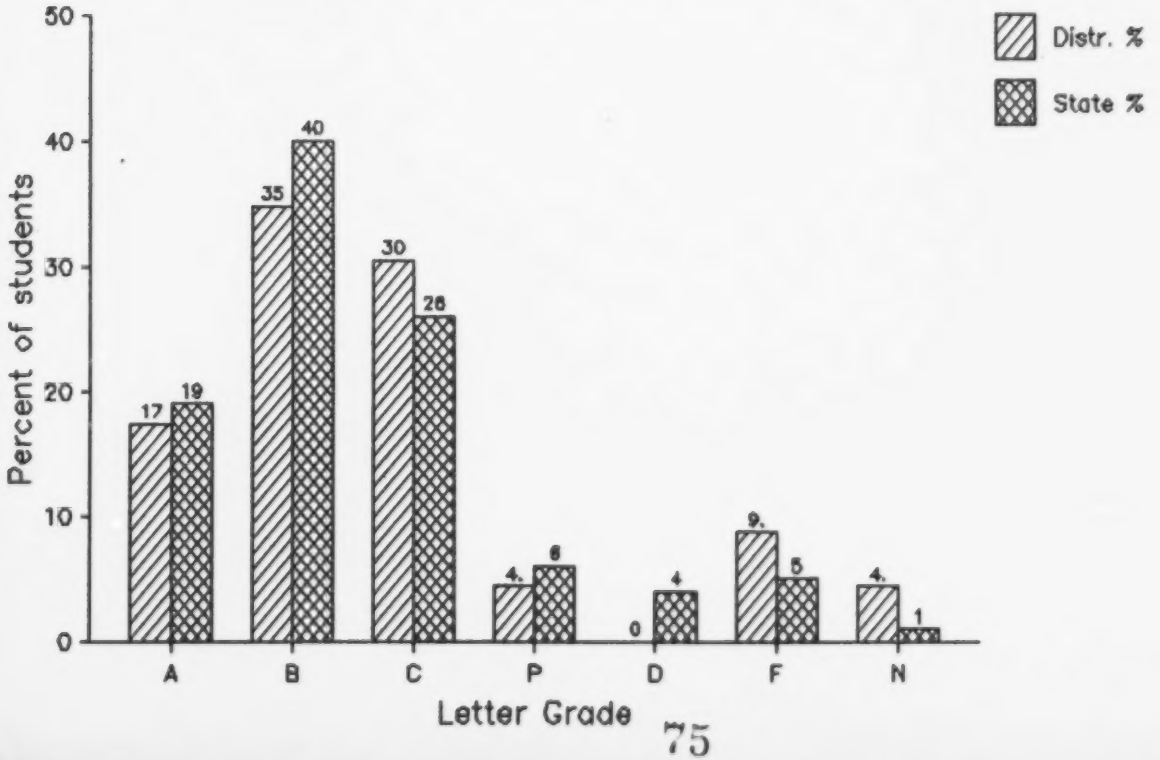
FRESHMAN COLLEGE GRADE COMPARISONS

Oregon vs. 1985 Graduates: For. Language (N=22)



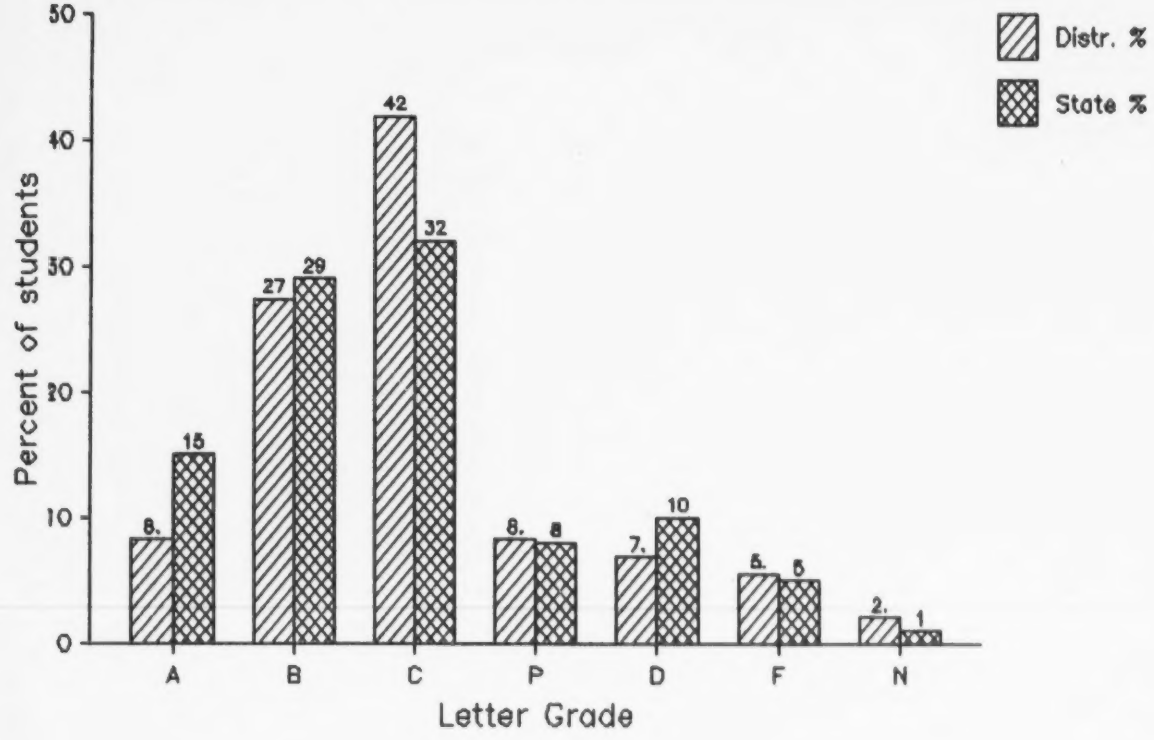
FRESHMAN COLLEGE GRADE COMPARISONS

Oregon vs. 1985 Graduates: Writing (N=23)



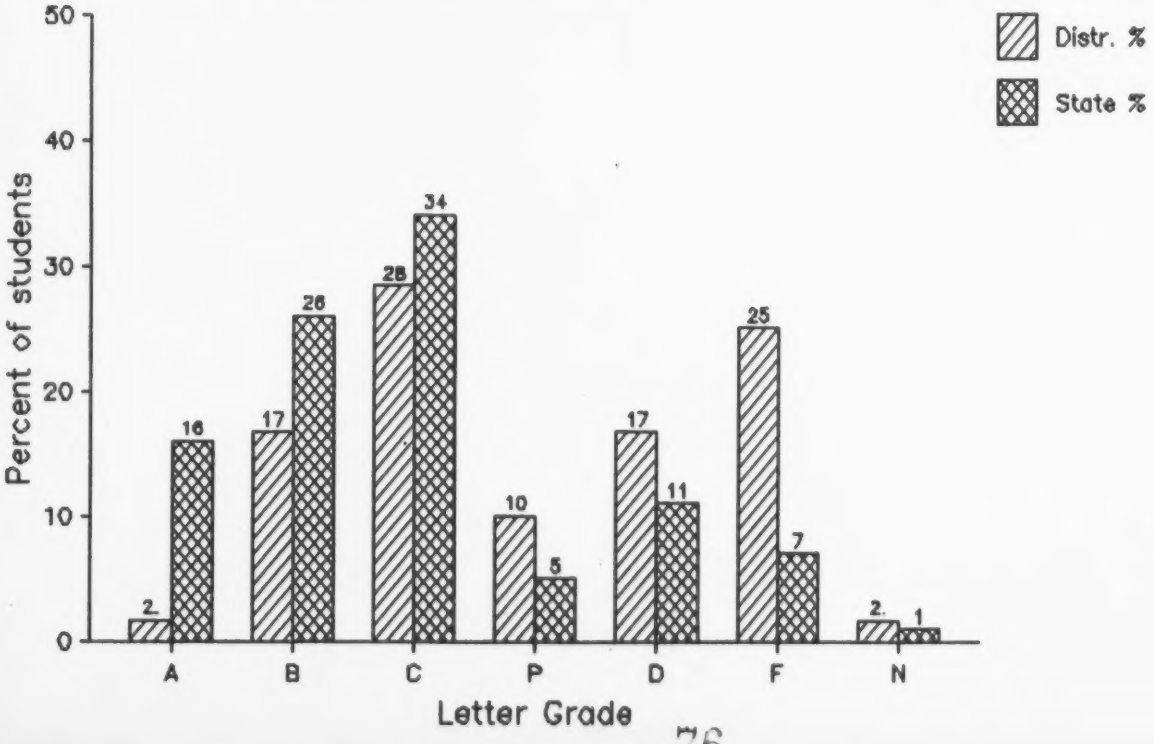
FRESHMAN COLLEGE GRADE COMPARISONS

Oregon vs. 1985 Graduates: Social Sciences (N=146)



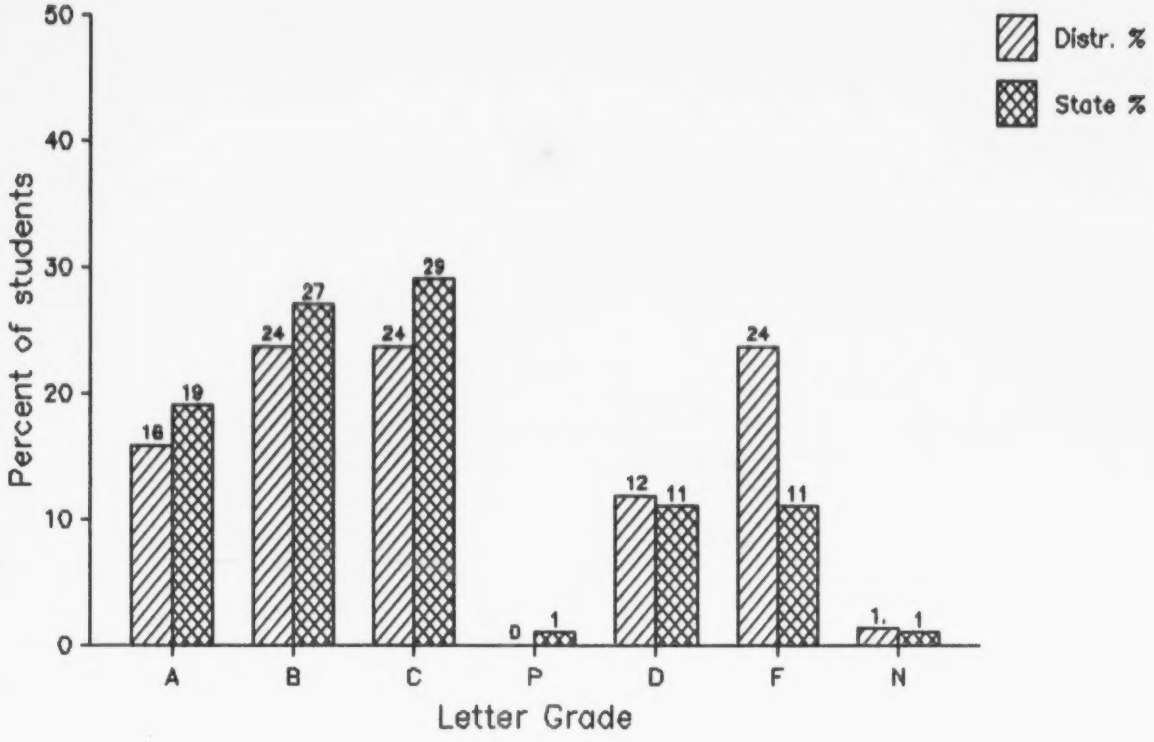
FRESHMAN COLLEGE GRADE COMPARISONS

Oregon vs. 1985 Graduates: Science (N=60)



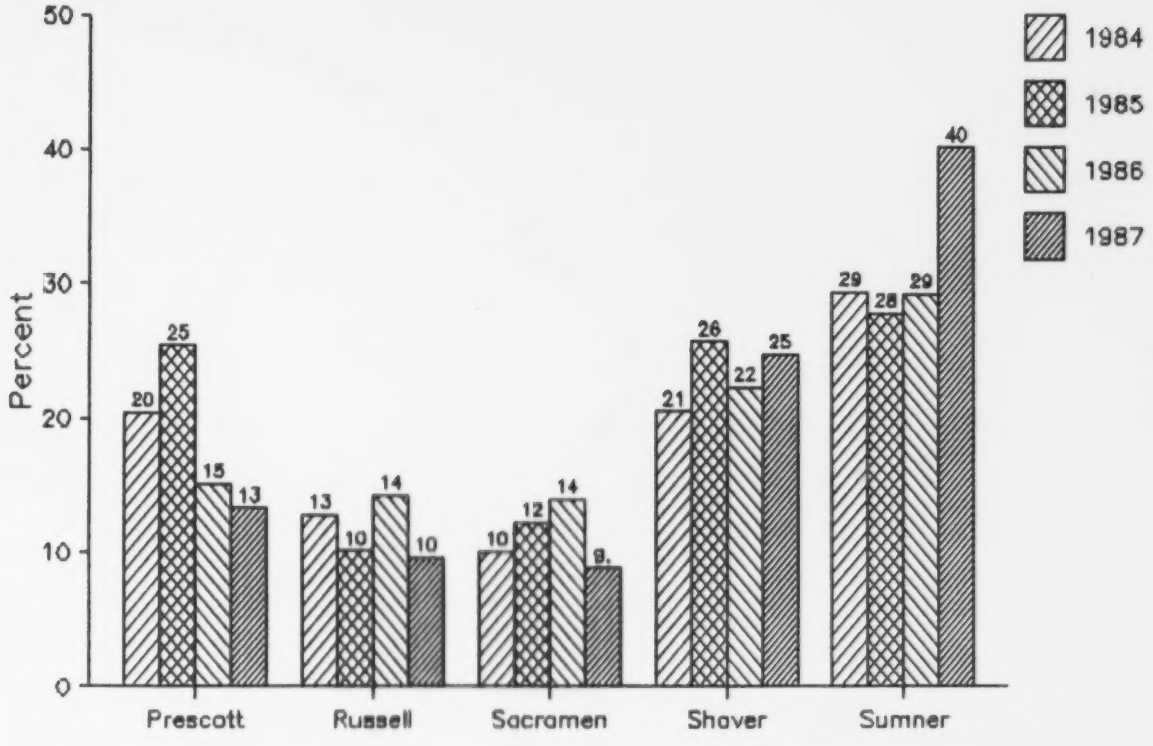
FRESHMAN COLLEGE GRADE COMPARISONS

Oregon vs. 1985 Graduates: Mathematics (N=76)



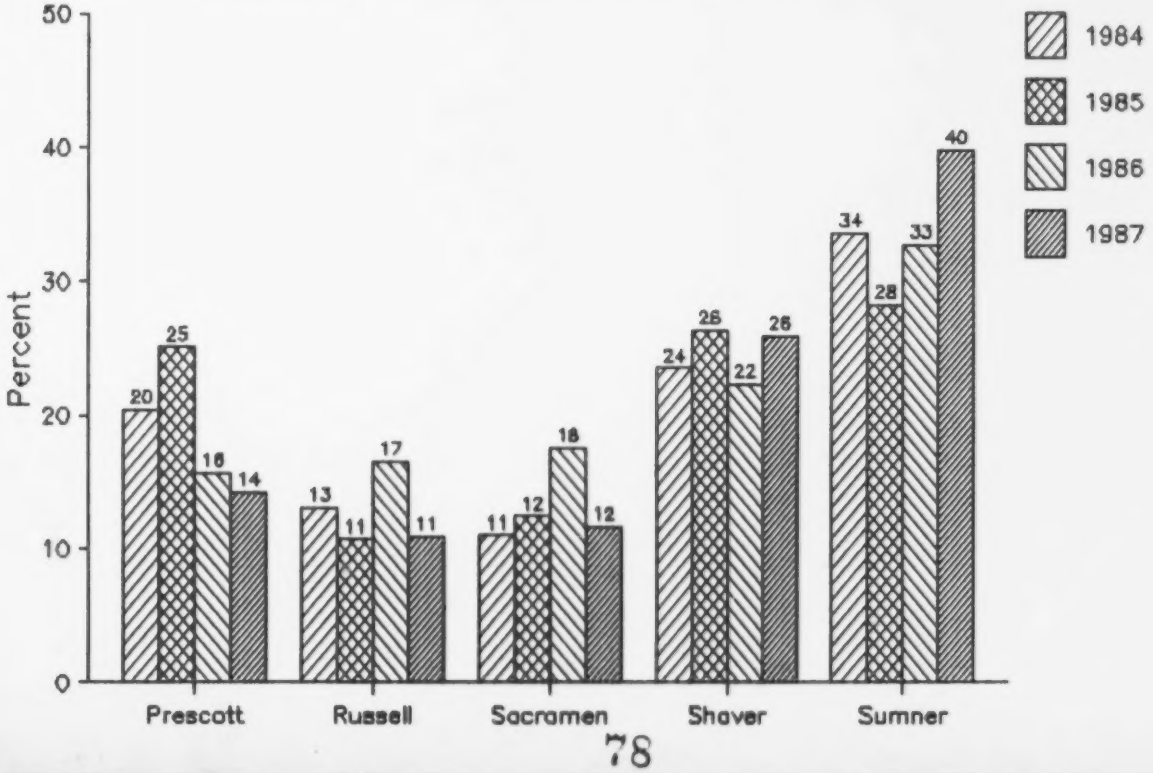
INDEX OF STUDENT TRANSIENCY

Percentage of Transfer Students: Elementary



INDEX OF STUDENT TRANSIENCY

Percentage of Student Withdrawals: Elementary



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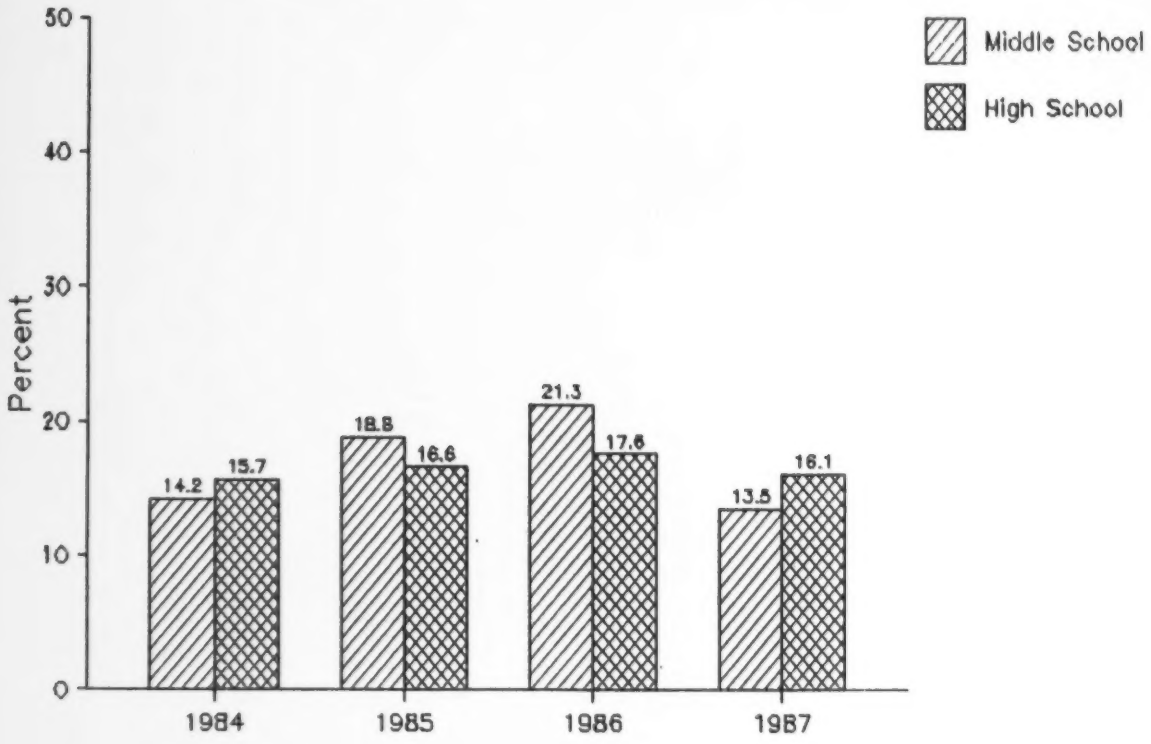
Percentage of Transfer Students: Secondary



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Percentage of Student Withdrawals: Secondary